DOCUMENT RESUME

ED 180 152 EC 122 154

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TITLE Service Plan for the Hearing Impaired Program.
INSTITUTION Chaska Independent School District, Minn.
PUB DATE Sep 78
NOTE 102p.; Parts of appendix are marginally legible.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Auditory Training: *Aurally Handicapped: Communication (Thought Transfer): Curriculum Development: *Deaf: Definitions: *Evaluation Methods: *Identification: Language Development: *Mainstreaming: Occupational Information: *Placement: Professional Services: Social Behavior: Special Programs

ABSTRACT

The service plan provides guidelines for a mainstreamed hearing impaired program. Terms are defined and job descriptions for a hearing impaired teacher, aide, interpreter, and speech pathologist are presented. The referral system, including the diagnostic procedures, are outlined as well as placement procedures. Program placement alternatives, such as self contained classrooms, are identified. Procedures for dismissal from the program and the consultative services available are described. Evaluation methods for students, staff, and the general program are recounted, and the following six program objectives--auditory training, speech reading, communication (oral or manual), language development, social development, and curriculum modification--and the specific objectives of each are listed. Over half of the document consists of appendixes such as the summer school proposal, brochures for parents, progress reports, forms, and letters. (PHR)

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SERVICE PLAN

FOR THE

HEARING IMPAIRED PROGRAM

BEST COPY AVAILABLE

CHASKA PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT #112

CHASKA, MINNESOTA

Valerie K. Anderson

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SEPTEMBER, 1978

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FOREWORD

This guide was prepared as a part of the 1978 summer curriculum-program development workshop of Independent District #112.

Appreciation is extended to members of the Board of Education, Superintendent Amundson, and all persons contributing to the support of this workshop and our efforts to provide the best possible learning experiences for all students.

Special recognition is extended to Valerie Anderson and Candy Schwartz for their work in planning and preparing this guide.

Laverne Ramler, Ed.D.
Curriculum Director

I. DEFINITION OF TERMS

Oral/Aural - The philosophy and practice of education Hearing Impaired children through development of speech communication skills; which include the use of residual hearing, speech reading and speech, but excludes signs and fingerspelling. Amplification is stressed and hearing is treated as the primary and most important sense modality.

Total Communication - The philosophy and practice of educating Hearing Impaired children through development of all sense modalities; which includes the use of residual hearing, speech reading and speech, enhanced through signs and fingerspelling.

Speech Reading - The art of comprehending what is being said without hearing by observing the movements of the speaker's lips and facial expressions (also referred to as lipreading).

Sign Language - An orderly system of manual gestures and symbols for communication of thoughts and ideas.

Fingerspelling - Standardized finger configurations, each representing one letter of the alphabet (also called Manual Alphabet).

Interpreter - A person who can transmit a verbal or written message to the Hearing Impaired person by using one or a combination of the following: sign language, fingerspelling, speech, and residual hearing.

Deaf - The term used to describe persons in whom the sense of hearing is non-functionable for ordinary use in communication, with or without a hearing aid.

Hard of Hearing - A term used to describe persons with enough residual hearing to use hearing (usually with a hearing aid) as a primary modality for the acquisition of language and in communication with others.

Hearing Impairment - A generic term indicating a continuum of hearing loss from mild to profound as indicated on an audiogram. It includes the subclassifications deaf and hard of hearing and is often broken down into five categories:

A. Mild (27 to 40 dB loss) A student with this loss will probably have normal speech and language. The student will function auditorially without lipreading.

B. Moderate (40 to 55 dB loss) A student with a loss in this range will follow normal speech and language development. The student may have minor speech problems and function auditorally without lipreading. (A hearing aid may be optional.)

C. Moderate-Severe (56 to 70 dB loss) A student with a loss in this range will have some speech and language problems. He/she will probably utilize speech reading to supplement listening.

D. Severe (71 to 90 dB loss) A student with a loss in this range will have many speech and language problems. He/she will probably utilize speech reading to supplement listening to function adequately.

E. Profound (91 dB loss and greater) A student with a loss in this range will not understand speech auditorially. The student will be essentially visual but cannot understand speech without lipreading. This student's speech and language will be obviously affected.

Integration - The placement of a Hearing Impaired pupil in regular classes for those with normal hearing, on a part-time basis. Participation in an integrated program is dependent on the student's ability to profit academically and socially from this type of program.

Mainstream - The placement of a Hearing Impaired student in regular classes for those with normal hearing on a full-time basis. The student will receive assistance from Hearing Impaired support services when needed. Full participation in a mainstream program is essential to the student's speech and language development.

Audiologist - A person trained to test levels of hearing by using various types of equipment. The audiologist graphs the findings from these tests on an audiogram.

Audiogram - A graph that shows the level of hearing.

Hearing Aid - A small machine that is used to amplify sound. However, it does not make sounds clearer so supervised practice is necessary before one can make effective use of this aid.

Conductive Hearing Loss - A hearing loss that involves some kind of blockage such as impacted wax or infection in the middle ear. It can also be due to a congenital malformation, such as an absence of the outer ear. This malformation may be associated with damage to the deeper structures in the ear. A conductive hearing loss can quite often be corrected by surgery.

Sensori-neural Hearing Loss - This loss implies damage to the "sensors" or nerve fibers which connect the inner ear to the hearing center in the brain. Since damaged nerve fibers do not regenerate or repair themselves like some other parts of the body, the damage is permanent, so at present surgery cannot correct the hearing loss. Possible causes of a sensori-neural hearing loss are: heredity; drugs; permanent damange due to excessive noise; mother having had rubella or german measles in first trimester of pregnancy; RH factor incompatibility at birth; meningitis; and some infectious diseases, such as the mumps.

II. PHILOSOPHY OF THE PROGRAM

Hearing impaired students should have the opportunity to become fully participating individuals within society and it is believed that they benefit when associating with the hearing population. The integration-mainstreaming of hearing impaired students provides an opportunity for them to achieve their maximum potential in an environment that demands interaction and communication with a variety of hearing adults and students. Exposure to expressions used in regular classrooms, and by hearing peers results in meaningful language experiences that promote socialization in addition to academic progress. These experiences enlarge the scope of social situations the hearing impaired student must learn to cope with. As hearing impaired children begin to relate to their hearing peers, they become part of the mainstream. If they are helped to succeed in this situation, they begin to gain confidence in their abilities in comparison to hearing peers. Through mainstreaming and integration, we are educating hearing and hearing impaired children about each other.

The intent of the Chaska Hearing Impaired Program is to insure that each student has the opportunity to develop a functional communication system. It is our purpose to develop and implement an effective service plan to meet individual needs, insuring the success of the pupil both in school and in their daily lives.

The student will be provided with instruction on how to make maximum use of his/her residual hearing, gain understanding of the functional concepts of language and develop self-confidence in verbal expression. Through this program the development of language and the acquisition of subject matter will support and complement each other.

This service plan provides guidelines for the roles of the staff persons on the team; explains procedures to determine placement in the program; establishes criteria for evaluation; and coordinates related services or agencies for the hearing impaired. This plan is based on the population of hearing impaired children who are served by the Chaska School District. Therefore, all levels of hearing impairment, mild to profoundly deaf, are serviced to provide an individualized program to facilitate success in the given educational setting.

A. Program Guidelines:

1. Provide an educational program for Hearing Impaired students in the least restrictive alternative with their normal peers in a special school or class.

   a. Integrate or mainstream students with the necessary support services required by the individual student.
   b. Provide inservice training to other staff and students involved with the Hearing Impaired students.
   c. Monitor progress of student's individual program on a systematic basis to insure optimal success.
   d. Strengthen the self-concept of the hearing impaired student as an integral part of the hearing world.
   e. Provide the hearing impaired student with educational and social experiences relative to normal language development of their peer group.
   f. Establish realistic educational goals for the hearing impaired student and expect him/her to meet the same standards of behavior as the hearing students.

2. Develop summer programs to maintain the Hearing Impaired student's skills and provide socialization and recreation experiences. (Appendix 1)

3. Provide a consistent Hearing Referral system to identify and follow those with fluctuating hearing losses.

4. Implement an early identification and follow-up program for infant and preschool Hearing Impaired children.

   a. Organize a regular screening program for infants and preschool children using the resources of the parent group and community health services. (Appendix 2 a, b, c)

5. Establish the Cnaska Hearing Impaired Program as a resource center serving Hearing Impaired students and individuals in the special education cooperative.

   a. Coordinate services for those needing assistance from the Division of Vocational Rehabilitation.
   b. Assist other schools in the placement, and program planning for Hearing Impaired students when needed.

6. Stimulate, guide and provide assistance to parent groups concerning the rights of the Hearing Impaired.

7. Determine local concerns, issues and needs related to the Hearing Impaired on a yearly basis.

8. Provide up-to-date information on available resources for the community on hearing impairment. Involve community educationally (sign language classes, etc.)

III

A. JOB DESCRIPTION

POSITION TITLE: TEACHER OF THE HEARING IMPAIRED

RESPONSIBILITY LEVEL: Age 4 - Age 21

ACCOUNTABLE TO: Building principals in the Chaska School District; Lead Speech Clinician, and Department Head of Special Services for matters relating to program, practices, and philosophies; and the Director of Special Education for total coordination.

OBJECTIVES OF THE POSITION:

1. To maintain an effective educational program and placement for all hearing impaired students. (mild to profound loss)

2. To facilitate integration of pupils into the regular program when appropriate.

3. To help the hearing impaired students related to normally hearing peers and gain confidence in their social and academic abilities in relation to them.

4. To evaluate, record, and report to parents each pupil's progress toward achieving short-term objectives and long range goals. (Appendix 3, a,b,c)

5. To maintain up-to-date cumulative records on all hearing impaired students. (Appendix 4 a,b,c,d,e,f)

6. To encourage the initiation and follow-up referral processes for diagnostic services (nurse, psychologist, social worker, parent, doctor, audiologist, and special service personnel).

7. To work with teachers in evaluating pupil growth and progress through formal and informal staffings of students in their respective environments and participate in other cooperative teams.

8. To work with other specialists in music, physical education, and art to develop a schedule to assure participating of hearing impaired students in these activities.

9. To modify the existing curriculum with consideration to normal language development.

10. To interact with mainstream personnel to enhance acceptance of hearing impaired students.

11. To share techniques and skills with personnel involved in the education of the hearing impaired student through formal inservicing of staff and continuous and consistent communication with the classroom teachers.

12. To coordinate the transition of students from the elementary to the secondary level with other hearing impaired staff.

13. To work with the interpreter/aide, aides, and volunteers and train them in specific techniques for teaching the hearing impaired.

14. To complete monthly reports regarding entry, dismissal of students, or other pertinent information concerning the total hearing impaired program. (Appendix 5)

15. Provide caseload information to the lead speech clinician and special education direction (name, disorder, and time alloted) by September 30th of each year. (Appendix 6)

16. To monitor the progress of students released from the program and to accumulate appropriate data to ensure that the release is in the best interest of the student.

17. To communicate with parents through conferences, frequent newsletters, and participation in the parent group. (Appendix 7)

18. To become informed of the administrative and supervisory functions as they relate to Special Education, and assume responsibility for those that pertain to the Hearing Impaired.

19. To maintain yearly records regarding inventories of equipment and supplies, including projected needs for the program.

20. To be available as a resource person to community groups for discussions regarding the education of the hearing impaired.

QUALIFICATIONS OF THE POSITION

The Teacher of the Hearing Impaired will have a commitment to the philosophy of mainstreaming and integration of hearing impaired students.

The Teacher of the Hearing Impaired will have experiences in the teaching of hearing impaired students with varying degrees and types of hearing loss. In addition, skill with both the oral/aural and total communication methods of communication and instruction will be required.

B. JOB DESCRIPTION

POSITION TITLE: Assistant-Aide for the Hearing Impaired

RESPONSIBILITY LEVEL: Ages 4 to 21

ACCOUNTABLE TO: Resource teachers of the hearing impaired, Principals, Superintendent, and Director of Special Education

RESPONSIBILITIES:

1. Assist the Resource teacher of the Hearing Impaired by carrying out individual program plans for students.
2. Attend staffings and parent conferences regarding students directly involved with.
3. Assist the resource teachers of the hearing impaired in screening and identifying students with fluctuating hearing losses.
4. Monitor students identified in the hearing referral file on a continuous basis.
5. Assist in any other area as needed to enhance the program's effectiveness. (preschool & infant screening, parent groups, projects, etc.)
6. Learn the basic skills of sign language and fingerspelling.

QUALIFICATIONS OF THE POSITION

The Aide will have some background or experience with the hearing impaired or the handicapped.

The Aide will have an awareness of the educational implications of a hearing impairment and be receptive to learning specific techniques for tutoring students with different types and degrees of hearing loss.

C. JOB DESCRIPTION

POSITION TITLE: Interpreter/Aide of the Hearing Impaired

RESPONSIBILITY LEVEL: Ages 4 to 21

ACCOUNTABLE TO: Resource Teacher of the Hearing Impaired, Principal, Superintendent, and Director of Special Education

RESPONSIBILITIES:

1. To interpret lessons in the regular classroom and accompany hearing impaired students as needed in other integrated activities.

2. To establish and maintain communication with the classroom teacher to determine language arts, science, or social studies activities the hearing impaired student can participate in or benefit from in the mainstream.

3. To assist the resource teacher of the Hearing Impaired by carrying out individual program plans and supplementing instruction when needed.

4. To attend staffings and parent conferences regarding students directly involved with. (Appendix 8)

5. To work with the classroom teacher and the Resource Teacher of the Hearing Impaired in evaluating the hearing impaired student's progress through formal conferences and informal daily communication.

6. To share techniques and skills with persons involved in the education of the hearing impaired to improve the instructional process. This includes the teaching of sign language to the normally hearing students and their teachers.

QUALIFICATIONS FOR THE POSITION

The Interpreter/Aide will have some background and special interest in working with the hearing impaired. The interpreter will have some formal instruction in interpreting.

D. JOB DESCRIPTION

POSITION TITLE: Speech Pathologist for Hearing Impaired

RESPONSIBILITY LEVEL: Ages 4 to 21

ACCOUNTABLE TO: Lead Speech Pathologist, Principal, Superintendent, Director of Special Education, Resource Teacher of the Hearing Impaired

RESPONSIBILITIES:

1. Determines through assessment procedures the nature, etiology and severity of the speech and language of those pupils identified with hearing problems.
2. Plans a therapy program for those pupils diagnosed with hearing impairments for the implementation of this program within the total educational setting.
3. Consults with the classroom teacher regarding speech and language development activities.
4. Maintain up-to-date cumulative records on all hearing impaired students. (Appendix 9)
5. Attend staffings and parent conferences regarding student directly serviced. (Appendix 10)
6. Be available as a resource person to staff or community groups for discussions regarding speech and language of the hearing impaired.
7. Coordinate the transition of students from the elementary to the secondary level with other hearing impaired staff.
8. Learn the basic skills of Sign Language and fingerspelling.

QUALIFICATIONS OF THE POSITION

The Speech Pathologist will have some background experience with the hearing impaired. In addition, skill with both the oral/aural and total communication methods of communication and instruction will be required.

IV. LEVELS OF SERVICE - General Guidelines

The following levels indicate general special education services for Chaska School District with specifications for Hearing Impaired program:

Level 1 (Monitor) - Students in regular classrooms, functioning appropriately without any special education services. This level includes assessment services, monitoring, observation and follow-up.

Hearing Impaired Component:
- gives warning
- consults with teachers/advisors of possible problems (academic performance or behavior)
- bi-annual hearing tests; discrimination tests (if needed)
- notify parents/nurse of test results
- no IEP is needed

Level 2 (Tracking)- Students with handicaps functioning appropriately in the regular education program with the assistance of special education supportive services being provided to the classroom teacher.

Hearing Impaired Component:
- proceeds in a course of action; keep within sight, knowledge, attention
- observation of student performance
- consults with teachers; supportive services to classroom teachers, curriculum modification
- IEP is written
- staffing is arranged

Level 3 (Tutor) - Students with handicaps functioning appropriately in a primary placement in a regular education program, but needing direct service assistance from special education personnel.

Hearing Impaired Component:
- primary placement is in regular classroom
- needs direct services assistance form Hearing Impaired Special Services
- IEP is written
- Inservice demonstration to classroom involved

Level 4 (Direct Services) - Students with handicaps functioning appropriately with a primary placement in a special education program.

Hearing Impaired Component:
- primary placement is in special services for the Hearing Impaired
- needs direct assistance from Hearing Impaired Special Services
- IEP is written

V. REFERRAL SYSTEM

I. Referral Process

A. Referrals could be received from:
   1. Parents/Guardians, or relatives
   2. Agencies
      a. Nursery Schools (Acorn Acres, Jonathan Montessori)
      b. Headstart Programs
      c. Other School Districts
      d. Crippled Children's Services
      e. Medical Institutions
      f. Hearing Assessment Clinics
      g. Family Services
      h. State Welfare Programs
      i. Cooperative School Rehabilitation Center
      j. Minneapolis Hearing Society
      k. Chaska Infant Screening
      l. St. Paul Ramsey Mental Health Program for the Hearing Impaired
   3. School Personnel
      a. Teachers
      b. Counselors
      c. SLBP tutors
      d. Psychologists
      e. Nurses
      f. Administration
      g. Any other involved personnel on support team
   4. Student Self-referral

B. After a referral is received the following procedures are implemented: (referral source determines initial step in procedure)
   1. Level 1 (Monitor)
      a. Administer hearing tests: (Appendix 11)
         1. Audiogram
         2. Goldman-Fristoe-Woodcock Auditory Discrimination Test
         3. Wepman Test of Auditory Discrimination
         4. Lindamood Auditory Conceptualization Test

      If a problem is indicated, the following procedures will be implemented:
      b. Make file card containing information on student's hearing loss. (Appendix 12)
      c. Notify parent of findings by letter. (Suggest medical evaluation.) (Appendix 13)
      d. Send questionnaire to teachers and advisors seeking information about hearing loss in relation to school performance. (Appendix 14)
      e. Notify nurse of test results.
      f. Assign future testing date.
      g. Analyze further needs and notify other special service personnel.
   2. Level 2 (Tracking)
      a. Evaluate with further testing: (dependent upon age level) (Appendix 15)
         1. Intellectual tests
            a. Peabody Intellectual Achievement Test
            b. Chicago Non-Verbal Examination
            c. Stanford Achievement Test - Revised for Hearing Impaired
            d. Wide Range Achievement Test

2. Vocabulary Tests
   a. Peabody Picture Vocabulary Test
   b. Wide Range Vocabulary Test
   c. Informal analysis in various groupings
3. Articulation Tests
   a. Templin Darley Test of Articulation
   b. Bryngelson Test
4. Language Test
   a. Informal language symbols (oral & written)
   b. Assessment of Children's Language Comprehension
   c. Carron Elicited Language Inventory
   d. Test of Auditory Comprehension of Language
   e. Boehm Basic Concepts
   f. Picture Story Language Test
   g. Northwest Syntax Screening Test
   h. Wiggs-Semel Test of Linguistic Concepts
   i. Detroit Test of Learning Aptitude - Oral Commissions Subtest
   j. Token Test
   k. Gesell's Action Agent Test
   l. Illinois Test of Psycholinguistic Abilities-Auditory Reception
   m. Spencer Sentence Memory Test
5. Other Tests
   a. Draw a Person Test
   b. Vineland Social Maturity Scale

b. Schedule Staffing
c. Write Individual Educational Plan (Appendix 16 a,b)
d. Consult with teachers regarding student: modify curriculum if necessary (Appendix 17)
e. Observe student performance in academic situtations. (Appendix 18)

3. Level 3 (Tutor)
   a. Psychological evaluations to be administered by School Psychologist
   b. Administer additional tests based on previous tests listed in Level 2.
   c. Write individual educational plan if none has been written previously
   d. Provide assistance to student for academic subjects.
   e. Provide in-service demonstration to classroom involved.
   f. Modify curriculum.
   g. Hearing Impaired Staff assumes case manager position.
4. Level 4 (Direct Service)
   a. Psychological tests administered by consultant from St. Paul-Ramsey Mental Health Center.
   b. Administer additional tests based on previous test listed in Level 2.
   c. Provide educational services directly and determine integration times.

VI. PLACEMENT PROCEDURE

A. A case study is developed to examine the following factors:
   1. Severity and type of loss (how it affects speech range).
   2. Onset of hearing loss.
   3. Etiology or cause of loss. (hereditary)
   4. Time at which loss was discovered.
   5. Type of amplification used.
   6. Date of last audiological examination.
   7. Language development acquired.
   8. Intelligibility of speech
   9. Speech reading ability.
   10. Method of communication.
   11. Previous school performance (success in mainstream).
   12. Amount of time spent with Hearing Impaired Specialists previously or other specialists.
   13. Role of personality in adjustment to loss.
   14. The presence or absence of a supportive family.
   15. Social activities of student.
   16. The professional counseling provided in preschool years.
   17. Types of schools student attended previously.

B. The above information is compiled with test results and taken into consideration in the wirting of the Individual Educational Plan.
   1. Persons involved in these placement procedures:
      a. Student (if pertinent)
      b. Classroom teachers
      c. Building Principal
      d. Parents
      e. Speech Pathologist
      f. Resource Teacher of the H.I.
      g. Assistant Aide for the H.I.

C. This individual student program determines the following type of special services required:
   1. Grade level placement
   2. Assignment of homeroom teacher (advisor)
   3. Time required from special service personnel
   4. Time required from auditory resource personnel
   5. Subject areas for mainstreaming/integration
   6. Subject areas requiring supplementary tutoring
   7. Subject areas requiring self-contained classes
   8. Parental involvement required
   9. Social skills and behaviors needing development

D. Integration/mainstreaming experiences will be determined by the following criterion:
   1. Subject material presented
   2. Previous exposure to the material
   3. Benefit of the experience to the student
   4. Method of presentation
   5. Cooperation of the teacher involved
   6. Vocabulary level of the lesson
   7. Level of language understanding by the student
   8. Task required of the student
   9. Pertinence of material presented
   10. Students ability to cope with given tasks (i.e. behaviorally)
   Student's daily schedule

E. Other Educational Placement Considerations:

1. The student's acquired language level is of utmost importance in determining the level of service. The student's functional language level may threaten his/her educational process even though the hearing loss may be minimal.
2. Students who may not necessarily have a hearing impairment, but have auditory discrimination difficulties will also be serviced.

VII. PROGRAM PLACEMENT ALTERNATIVES

Participation in any of these program options is dependent on the student's ability to profit both academically and socially. Extensive orientation and continual supportive guidance is available to classroom teachers having hearing impaired students assigned to their classes.

A. Self-contained Deaf - these are students whose functional language level requires full time instruction with H.I. staff.
   1. Students require total communication
   2. Low language skills
   3. Limited lip reading skills
   4. Low academic standing due to language level
   5. Limited use of residual hearing
   6. Limited contact with hearing program - projected probability

B. Self-contained Hard of Hearing - these are students who are unable to maintain themselves at grade level in the regular classroom - even with support.
   1. May not require total communication for educational purposes
   2. Intelligible speech
   3. Uses residual hearing and speech reading skills
   4. Possibility of otherminimal handicapping conditions
   5. Possibility of contact classes
   6. Will receive full-time instruction from H.I. staff

C. Mainstreamed Deaf - these are students who have sufficient language ability to maintain themselves in a regular program at grade level with an interpreter.
   1. Require total communication
   2. Resource room tutorial services only
   3. Does not make good use of residual hearing
   4. Poor speech quality
   5. Full integration with an interpreter

D. Mainstreamed Hard of Hearing - these are students who maintain themselves in a regular classroom with resource room tutorial services. (Appendix 20)
   1. Makes good use of residual hearing
   2. Does not require an interpreter
   3. May or may not require aide time in the classroom
   4. Good speech reading skills
   5. Good expressive and receptive language
   6. Understandable speech

E. Integrated Deaf - these are students whose functional language level requires continual support and instruction by H.I. staff along with integration at grade level with an interpreter. (Appendix 21)
   1. Requires total communication
   2. Does not make good use of residual hearing
   3. Unintelligible speech
   4. Semi-integration with an interpreter
   5. Receives individual instruction daily in care areas through H.I. staff

F. Integrated Hard of Hearing - these are students whose functional language level requires continual support and instruction by H.I. staff with integration at approximate grade level.
   1. May not require total communication
   2. Intelligible speech
   3. Use residual hearing and speech reading skills

4. Receives individual instruction daily in core areas through Hearing Impaired staff.
5. Semi-integration

G. Fluctuating Hearing Impaired - these students with fluctuating hearing losses, mainstreamed full time with their progress monitored by the resource teacher of the hearing impaired. (Appendix 22)

H. Auditory Discrimination Impairments - these are students who have auditory discrimination difficulties in quiet or noise situations, but do not have a hearing impairment. They are mainstreamed fulltime and may receive Level I or II services.

I. Language Loss - these are students whose functional language level threatens his/her educational development even though the hearing loss may be minimal. (This includes students who had impairments in the past.) Level of service is determined by severity of language impairment.

J. Consultative Component: Deaf or Hard of Hearing - these are students who maintain themselves in regular classrooms within their home school. (They may require special education placement because of some other handicapping condition within home school.)

VIII. DISMISSAL PROCEDURES

A. Dismissal from Level I services will be considered if:
   1. the student passes two audiological examinations within one year.
   2. the student passes one discrimination test (if problem existed previously.
   3. the student's teachers and advisors observe no problem in classroom tasks in relation to hearing loss.
   4. the H.I. Resource teacher; or assistant aide records no further problem during examination times. (Appendix 23)
   5. parent requests no further tests.

B. Dismissal from Level II Services will be considered if:
   1. the student displays a consistent hearing loss within one school year.
   2. the classroom teachers or advisors report student is successful without support of H.I. services.
   3. if H.I. Resource teacher observes successful student performance in classroom.
   4. if student masters goals and objectives established in the Individual Educational Plan.

C. Dismissal from Level III Services will be considered if:
   1. the student masters goals & objectives established in the Individual Educational Plan.
   2. the student's language level is functional compared to speech and language development of normal hearing students..
   3. the student's classroom teachers or advisors report student is successful without support of H.I. services.
   4. the student exhibits confidence in social situations with peers and adults.
   5. if H.I. Resource teacher observes readiness for fulltime mainstream experience without tutorial services.

D. Dismissal from Level IV is not possible. However, a student may be changed to a different level within the Special Service system if:
   1. the student requires only tutorial services (as in Level III Service).
   2. if student masters goals and objectives established in the Individual Educational Plan.
   3. if student exhibits confidence in social situations with peers and adults.
   4. if student's language skills, lipreading, residual hearing and speech are developed enough to allow communication and understanding without the aid of an interpreter.

E. If there is significant regression in any one area of the criteria for dismissal, the student will again be enrolled in the Hearing Impaired Program.

IX. CONSULTATIVE PROGRAM

Preface: The consultative program provides services for the parents and teachers involved with hearing impaired students. In school situations, a team approach is encouraged to identify main areas of concern, strengths and weaknesses of the student, and then begin problem solving. In dealings with parents, supportive guidance will be given to encourage a strong liason between the school and the family.

A. Consultative Services: Chaska and Cooperative School Districts.
The following types of services will be provided to both agencies:
1. Inservice demonstrations may be given to staff persons or students in the classroom in any of these areas:
   a. Manual alphabet
   b. Sign language
   c. Samples of a hearing impairment
   d. Anatomy of the ear and care of the ear
   e. How to talk to the hearing impaired
   f. Hearing Aids/Auditory Training Equipment
   g. Audiograms and hearing tests
   h. Causes of hearing impairments
   i. Movies and videotapes related to hearing impaired persons
   j. Modifying curriculum for hearing impaired
   k. Personal habits of the hearing impaired person
   l. Social-emotional development of the hearing impaired
   m. Early identification procedure
   n. Language development of H.I.
   o. Any other specific requests made by school personnel
2. Consultations with teachers and Special Service personnel to assist in developing the Individual Educational Program. Special consideration will be made for effective means of mainstreaming.
3. Audiometric screening and specific auditory discrimination tests will be administered when requested by the staff; or parent.
4. Complete monthly reports of consultative duties performed in the district. (Appendix 24a,b)
5. Act as the referral source for coordination and contact with other hearing impaired agencies.
6. Consult with administration as to development of services for the Hearing Impaired.

B. Parent consultation
1. Act as a resource person for hearing impaired adults, and to community groups regarding the education of the hearing impaired.
2. Offer counseling services to new parents of a hearing impaired child, and plan home programs with the parents to show them ways of teaching their child in the home. (Appendix 25a,b)
3. Offer supportive services to those parents involved in the parent group.
4. Conferences and possible home visitations with the parents will be arranged.

C. Consultative Resources: The following schools and agencies may be used in program development by the Consultants:

1. St. Paul-Ramsey Mental Health Center
2. District 287 Hearing Impaired Program
3. Courage Center
4. University of Minnesota Speech and Hearing Clinic
5. State Department of Special Education
6. Division of Vocational Rehabilitation
7. Mpls. Preschool Program
8. TVI - St. Paul Program for H.I.
9. MN Dept. of Public Health
10. Audiological Clinics
11. Crippled Children's Services
12. Minnesota Theatre for the Deaf
13. Minnesota Foundation for Better Hearing and Speech
14. Gallaudet College for the Deaf

X. Program Evaluation

Yearly evaluation of the Hearing Impaired Program will be analyzed in these areas:

I. Areas of Evaluation

A. Students
1. Progress in attaining goals as delineated on the Individual Educational Plan
2. Analysis of Test Battery Results (Appendix 26).
3. Observation of social and emotional behavior.
4. Oral language sample.
5. Written language sample.
6. Audiometric results.
7. Past school performance (mainstream or integration experience)
8. Observations by classroom teachers and specialists.

B. Staff
1. Ability to utilize systematic assessment procedures.
2. Ability to interpret assessment results to other team members, parent and teachers.
3. Ability to critically examine assessment instrument, to determine reliability, validity and information yielded from instrument.
4. Accuracy in recording assessment information on an ongoing basis.
5. Ability to write and follow specific clear meaningful and measurable objectives.
6. Creative designing of programs which meet the needs of each student.
7. Ability to provide other forms of direct service such as small group, in the classroom, resource room, etc.
8. Ability to work cooperatively with other team members, parents and personnel programming for students' needs.
9. Ability to keep accurate information on each child.
10. Willingness to explore and utilize efficient record keeping procedures.
11. Ability to provide team members, and parents with updated progress reports.
12. Ability to inservice, on an ongoing basis, classroom teachers, parents and team members regarding role and realistic expectations.
13. Aware of current educational and theoretical philosophies for the hearing impaired.

C. General Program
1. Philosophy of Program
2. Job Descriptions
3. Levels of Service
4. Referral System
5. Placement Procedure
6. Staff Performance
7. Consultative Program
8. Dismissal procedures
9. Program Goals & Objectives
10. Testing Battery
11. Materials & Budget
12. Form revisions

PROGRAM OBJECTIVES

Special Services | Hearing Impaired | Grades K-12

Overall Objectives:

I. Auditory Training - maximize use of residual hearing to develop functional skills for discriminating sounds, words and phrases in quiet or noise situations.

II. Speech Reading - increase awareness and ability to obtain information from lip movements.

III. Communication (oral or manual) - develop the ability to be able to communicate verbally or with the use of sign language or fingerspelling.

IV. Language Development - assist the student in mastery of functional language concepts appropriate to age or grade level.

V. Social Development - assist the student in adopting acceptable social behaviors common to their peer group.

VI. Curriculum Modification - provide alternate learning programs for academic areas requiring supportive services.

Specific Objectives: Individual criterion is set for each objective within a prescribed goal and when the criterion is met, the student moves on to the next appropriate objective. These objectives apply to both elementary and secondary levels.

I. Auditory Training (with or without use of amplification)

A. Auditory Memory
1. Be aware of and locate a sound source or sources at various levels of intensity and frequency.
2. Attend to an auditory stimulus for an extended period of time.
3. Be able to respond to the absence of sound and wait for the presence of sound.
4. Be able to respond to sound at various distances.
5. Be able to report when hearing aid or auditory training equipment is inoperable.
6. Be able to sequence a series of heard sounds.
7. Be able to sequence sounds heard in the background.

B. Auditory Discrimination
1. Discriminate among noise makers and musical instruments.
2. Discriminate among patterns of sound. (consonants or vowels)
3. Be able to discriminate between long and short, loud and soft, far and near sounds.
4. Discriminate among commonly known words.
5. Discriminate among nonsense syllables.
6. Discriminate among phonetically similar words.
7. Be able to identify how many syllables there are in given words.
8. Identify the first sound when given a word.

9. After naming pictures, be able to identify those with the same and different sounds.
10. Be able to match a single sound or blend with a given object in the beginning, medial, or final position.
11. Be able to supply the missing consonants or vowels in the given group of words.
12. Be able to select 1 sound previously heard from a series of sounds.
13. Be able to extract auditory stimuli of a specific nature from a background of irrelevant sounds.
14. Be able to discriminate sentences and questions in conversational situations.

C. Auditory Imagery
1. Retain an auditory image and relate it to the corresponding sound.
2. Retain auditory images relating to weight, texture, sharpness, or dullness.
3. Relate a sound to a picture.
4. Identify familiar sounds through physical or mechanical stimulation. (school, home, town, country, animals)
5. Be able to associate familiar sounds when given an identifying description.
6. Identify various voices with familiar people.
7. Read emotions from the tone of the voice.
8. Relate voice to pictured emotion.
9. Attach sound to written symbol (cued speech).

D. Auditory Motor
1. Be able to imitate a sound source.
2. Be able to describe the sounds they hear in different environments.
3. Produce imaginary sounds emanating from one situation.
4. Mark time to music with gross motor movements. (rocking, marching)
5. Mark time to rhythm of music with fine motor movements (clapping).
6. Attach appropriate body movement to sound.
7. Be able to perform and give actions to a song.
8. Be able to respond with the desired movement when hearing a specific sound from an oral reading.
9. Retain verbal direction and perform the motor activity.
10. Imitate a sound, syllable, word, or phrase verbally.

II. Speech Reading (combined with auditory training and speech)

A. Understand functions of the speech structures.

B. Attach meanings to structural movements in relation to vowels and consonants in cued speech system.
1. Vowels - flat, rounded, open, dipthongs
2. Consonants - voiced, voiceless, nasal, gutteral, etc.

C. Understand combinations of a vowel and a consonant and simple words.

D. Understand interchanges of the initial consonants in words.

E. Understand interchanges of the final consonants in words.

F. Understand interchanges of the medial consonants in words.

G. Understand familiar words and short phrases out of context.

H. Understand familiar words and short phrases.

I. Understand conversations in context of a given situation.

J. Understand conversations out of context.

III. Communication - oral or manual (The student is required to use verbal expression only, or verbal expression accompanied by sign language and fingerspelling.)

1. Be able to produce and articulate all sounds in respect to sequence of speech development.
2. Be able to attain natural rhythm, intonation and inflection in speech.
3. Be able to reproduce rhythmic patterns.
4. Be able to reproduce a specific number of heard sounds.
5. Be able to reproduce a sequence of sounds.
6. Be able to blend sounds into meaningful wholes.
7. Be able to blend phonemes into syllables and syllables into words.
8. Be able to repeat given words, phrases and sentences.
9. Be able to relate emotion to rate of speech.
10. Be able to distinguish stress from unstressed syllable in words and phrases.
11. Be able to distinguish between primary and secondary stress.
12. Be able to use natural expressions in everyday conversations and be able to communicate directions or needs to others.
13. Be able to use everyday vocabulary of objects in the environment.
14. Be able to generalize and relate words to other situations.
15. Be able to use the vocabulary used in academic and non-academic settings.
16. Be able to identify or describe an object from the surrounding environment.
17. When given an object or picture, be able to describe it in phrases and sentences.
18. When given a picture with people in it, be able to create conversations using the characters and situations.
19. Through the use of manipulative materials, be able to create an original story.
20. Be able to role play a specific experience, job, or person.
21. Be able to create a story about an object or a previous experience.
22. Be able to create a poem when given a specific topic.
23. Be able to show differences in meaning by changing intonation and inflection when reading sentences or paragraphs.
24. Be able to read poetry with the proper rhythm and expression.
25. When given a word, be able to use the word in a sentence form.
26. Be able to use complex sentences structures to describe situations.
27. Be able to participate in formal and informal discussion groups.
28. Be able to present a formal and informal speech to a group.
29. Be able to understand slang expressions used by their peer group and use them in daily interaction.
30. Be able to ask questions when lacking comprehension.
31. Be able to exhibit self-confidence in verbal expression.
32. Be able to communicate feelings.

IV. Language Development (Objectives will relate to normal language development of their peer group.)

A. Semantics - Concepts

1. Be able to sort and match objects to pictures.
2. Be able to identify elements or objects through verbal descriptions.
3. Be able to distinguish likenesses and differences of objects and pictures.
4. Be able to know what objects are made of.
5. Be able to use new vocabulary words in a meaningful situation.
6. Be able to identify a word when given the definition.
7. Be able to understand the differences between similar types of words and objects.
8. Be able to recognize multiple meanings of words.
9. Be able to understand the contrasting differences between verb forms (pour-fill).
10. Be able to understand and identify compound words.
11. Be able to understand and use comparatives.
12. Be able to understand the use of partitives.
13. Be able to associate pairs of words with similarities and opposites.
14. Be able to distinguish opposites (left-right, north-south)
15. Be able to understand the meanings of synonyms.
16. Be able to understand the meanings of homonyms.
17. Be able to know the antonym form of a given word.
18. Be able to identify a word when given its antonym, synonym, or homonym form in a sentence.
19. Be able to define the "shades of meaning" given to similar or synonym type of words. (There are large animals in the zoo. The jet is huge.)
20. Be able to bring or give familiar objects upon request or command.
21. Be able to demonstrate emotional expressions.
22. Be able to demonstrate the action words given from a story.
23. Be able to demonstrate the describer word given from a story.
24. Be able to pantomine various actions.
25. Be able to demonstrate an object by showing how it is used.
26. Be able to role play a famous person or character, experience, or story.
27. Be able to tell the meaning of a word by using the contextual clues.
28. When given a written definition of a word, be able to explain the meaning.
29. Be able to describe idiomatic meanings of a specific phrase encountered in reading material.
30. Be able to contribute one sentence after a topic has been discussed.
31. Be able to give appropriate answers to riddles, or clues given from pictures or objects.
32. Be able to explain why a certain element is nonsense.
33. Be able to identify nonsense words in sentences, paragraphs, and stories.
34. Be able to perceive animation of words and the picture that it develops. (The wind caused the tree to blow.)
35. Be able to move from concrete to abstract concepts in familiar situations.
36. Be able to understand "how" things function.
37. Be able to understand "why" things are.
38. Be able to identify cause and effect relationships.
39. Be able to understand chronology and time sequences.
40. Be able to follow changes in location in stories.
41. Be able to identify incongruities in statements and explain logical relationships in others.

42. Be able to recall absurdities in the given sentence or paragraph.
43. Be able to distinguish between relevant and irrelevant information or wording when given a sentence or paragraph.
44. When given a short story, be able to separate facts from opinion.
45. Be able to form generalizations and draw conclusions from factual information.
46. Be able to associate any oral phrase, command, sentence, paragraph, story, or poem as meaningful constructions.

B. Semantics-Classifications
1. Be able to categorize things in various groupings with similar qualities.
2. After a category is given, be able to classify words in the appropriate group.
3. Be able to recognize likenesses and differences when given a group of words.
4. Be able to understand the contrasting differences between similar word groups.
5. Be able to classify objects when given a similar analogy. (cup-saucer... paper-_____)
6. Be able to classify pictures on the basis of the grammatical word categories they represent.
7. Be able to categorize a group of descriptive words under the parts of speech.
8. Be able to choose from word categories to build meaningful sentences.
9. Be able to offer appropriate phrases or sentences when given a classification.
10. Be able to sequence general information categories.

C. Semantics-Closure
1. Be able to identify objects when given an incomplete picture or object.
2. Be able to identify a word when part of the word is missing.
3. After listening to a sentence, be able to fill in the omitted word when repeated.
4. Be able to complete sentences by supplying the missing word or words.
5. Be able to make a concluding statement when given an incomplete sentence.
6. Be able to anticipate a predicted outcome.
7. After having read a story, be able to write in the omitted words.
8. Be able to predict the outcome of stories when given the beginning sentences.
9. After listening to a story or paragraph, be able to draw a conclusion and make inferences about the future.
10. Be able to anticipate what would happen next when given a problem solving situation.
11. Be able to complete well known phrases, idioms or T.V. commercials with the correct word or words.

D. Semantics-Sequencing
1. Be able to organize thoughts into a proper sequence when given a situation.
2. Be able to sequence a set of picture cards into the correct situation or story.

3. Be able to recognize main ideas and supporting details of a story for sequencing.
4. Be able to follow test directions.
5. Be able to memorize a given sequence of letters, numbers, words, or short instructions.
6. Be able to remember a given sequence and add another idea to the sequence.
7. Be able to remember a sequence and respond appropriately to the specific directions relating to the series.
8. Be able to repeat a given set of numbers in the correct numerical sequence.
9. After memorizing a group of words, repeat the words in alphabetical order.
10. Be able to repeat a sequence of similar words and then describe their relationship.
11. Be able to repeat a sequence of unrelated words and then describe their differences.
12. Be able to retell a given sentence using the correct sequence.
13. Be able to repeat a given direction in correct sequence.
14. After completing a project or a problem, be able to explain how it was done.
15. After listening to or seeing a program on the radio or television, be able to relate the details.
16. Be able to retell a personal experience, news event, or routine activity.
17. Be able to retell past events in the proper sequence.
18. Be able to retell a familiar story with all the pertinent details in sequence.
19. Be able to relate the series of events given in a story.
20. Be able to demonstrate how to do a given situation in the correct sequence. (Christmas tree decorating)
21. Be able to follow verbal directions given orally by responding with the appropriate behavior for games, assignments, or any other daily responsibilities.
22. Be able to perform a language sequence in pantomines, or charades.
23. Be able to write sentences about a series of sequenced pictures.

E. Semantics-Question Forms
1. Be able to respond to familiar questions about personal information.
2. Be able to answer short answer questions with yes, no, or maybe.
3. Be able to answer pertinent questions about the topic presented.
4. Be able to use reasoning skills to answer questions from a reading on the main idea or general idea.
5. Be able to use reasoning skills to answer questions from a reading on supporting details.
6. Be able to use reasoning skills to answer questions from a reading on specific vocabulary used.
7. When given an answer, be able to respond with the appropriate question form.
8. Be able to respond to questions in which the answer is implied.
9. When given a leading question, be able to make a concluding statement.
10. Be able to understand the differences between a polite and impolite question.
11. Be able to answer questions on stories or events heard 24 hours previously.
12. Be able to explain and associate ideas when asked an abstract question.

13. Be able to ask questions with the correct subject-verb agreement.
14. Be able to ask questions using the correct form of the verb. (tense)
15. Be able to ask questions using the negative forms of contractions.
16. Be able to ask questions that show interest but do not seem to be too inquisitive or impolite.

F. Grammar-Syntax

1. Be able to recognize different usages of words by giving the appropriate noun or verb form in a sentence.
2. Be able to understand the meanings of nouns: people, places, things (abstract & concrete).
3. Be able to use the appropriate article with a noun. (a, an, some)
4. Be able to identify the pronoun to be used in the given situation.
5. Be able to change words from singular to plural or from plural to singular.
6. Be able to change verbs to nouns by adding /er/, /or/, or /ing/.
7. Be able to combine a noun and a verb.
8. Be able to understand the meaning of a verb and verb tense.
9. Be able to use correct punctuation in names, titles, addresses, sentences, stories and letter construction.
10. Be able to use the correct "be" verb in a sentence.
11. Be able to change from passive voice to active voice and vice versa.
12. Be able to use the appropriate adjective when describing a person or a thing.
13. Be able to understand the meanings of adjective forms: how many, which one, and what kind.
14. Be able to use adjectives in a comparative expression. (as hungry as a bear)
15. Be able to change nouns to adjectives by adding /y/.
16. Be able to combine an adjective with a noun.
17. Be able to understand the meanings of adverbs: when, where, how.
18. Be able to change adjectives to adverbs by adding /ly/.
19. Be able to combine a verb and an adverb.
20. Be able to understand the concept of prepositions: spatial, directional, temporal.
21. Be able to associate one object with different objects using prepositional concepts.
22. Be able to associate different objects with the same objects using prepositional concepts.
23. Be able to associate different objects with other different objects using prepositional concepts.
24. Be able to create new meanings of words through prefixes and suffixes.
25. Be able to understand and make different meanings from roots using prefixes and suffixes.
26. Be able to trace a derivation of a root from a dictionary.
27. Be able to fill in the correct suffix ending after each root word in a sentence.
28. Be able to define words through the use of the dictionary.
29. Be able to contrast the different uses of abbreviations in oral forms and in written form.
30. Be able to understand the essential elements of a sentence. (basic patterns)

31. Be able to identify and generate words in sentences with a given grammatical component.
32. Be able to write a simple sentence when given a word from the vocabulary group.
33. Be able to unscramble a simple sentence.
34. Be able to write a sentence taken from dictation and insert the proper punctuation and capitalization.
35. Be able to express a thought in a simple complete sentence.
36. Be able to complete a sentence description of an object in the present environment.
37. Be able to complete sentences where several choices are given.
38. Be able to complete sentences where no choice of words is given.
39. Be able to use new words in sentences.
40. Be able to use contractions in sentence constructions.
41. Be able to place words in the sentence construction in the correct order.
42. Be able to change sentences to questions and vice versa.
43. Be able to complete a second sentence related to a given first sentence.
44. Be able to write a second sentence related to a given first sentence.
45. Be able to use appropriate grammatical elements within sentences of different types.
46. Be able to generalize rules and form sentences of the same type.
47. Be able to produce and understand differenct sentence types and different forms of the same type. (declarative, question, & negative)
48. Be able to change sentences from affirmative to negative to interrogative.
49. Be able to change sentences from direct to indirect discourse.
50. Be able to use connectives (and, so) in sentence constructions.
51. Be able to copy given sentences into paragraph form.
52. Be able to copy uncapitalized and unpunctuated sentences into paragraph form.
53. Be able to copy sentences under appropriate titles.
54. Be able to write two sentences related to a given first sentence.
55. Be able to write three sentences of detail for a given topic sentence.
56. Be able to delete inappropriate detail sentences from a paragraph.
57. Be able to choose an appropriate topic sentence for a paragraph.
58. Be able to write a topic sentence for a given paragraph.
59. Be able to write a paragraph to a given title or picture.
60. Be able to create a title for a paragraph or story.
61. Be able to identify the main idea of a paragraph.
62. Be able to write a simple story from a given picture.
63. Be able to write a composition using a set of given key words.
64. Be able to write a book review that includes: category of the book, author, setting, characters, plot, climax, ending, and personal reaction.
65. Be able to develop a composition with the following included: introductory paragraph, specific or detail paragraphs, and the concluding paragraph.
66. Be able to formulate each of these types of letters: business, friendship, information, and thank you.
67. Be able to write a dialogue.
68. Be able to construct a news article in any general category.

V. Social Development

A. Strengthen the student's awarenss of being an integral part of the hearing world.

B. Develop proper social skills and behaviors.

C. Develop a positive self-concept in relation to being hearing impaired.

D. Develop a sensitivity to the feelings of others and how to express their own feelings appropriately.

E. Increase respect for adults, peer group, and the rights of others.

F. Increase respect for property of others.

G. Develop an interest in participating in groups and the awareness of the necessity for cooperation.

H. Develop self-confidence in communicating with hearing persons.

I. Increase self-control under stressful conditions.

J. Increase ability to adapt to new situations.

K. Increase ability to make decisions.

L. Develop the initiative to display problem solving behavior.

M. Develop the desire to do well in academic or social situations.

N. Develop good work habits in school: completion of assignments, following directions, focusing attention on task, being able to work independently, etc.

O. Develop awareness as to the implications of deafness and the problems that may occur.

VI. Curriculum Modification Guidelines

A. Design alternative learning program for the student to individualize instruction.
   1. Modify curriculum (revise worksheets, administer tests orally, etc.)

B. Relate instruction to student's needs and interests.

C. Maintain and reinforce necessary component skills.

D. Schedule adequate instructional time.

E. Use various types of instructional materials.

F. Provide home-study instructional materials.

G. Develop student's self-study skills and work habits.

H. Consult with classroom teacher in making daily plans for modifying curriculum.

I. Act as support person between teacher and student in regards to class rank and grading.

J. Provide parent with techniques and materials for home instruction.

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APPENDIX

APPENDIX

1. Summer School Proposal
2. a. Power to the Ear -- (flyer to parents)
   b. Finding Ears That Do Not Hear (brochure)
   c. Infant Screening Data
3. a. Report of Periodic Review
   b. Student Progress Review
   c. Classroom Performance Report
4. a. Year-end Progress Report and Placement Profile
   b. Progress Report (1977-78)
   c. Progress Report (quarterly)
   d. Language Class Evaluation
   e. Observation of Social and Emotional Behavior
   f. Cumulative File Insert
5. Monthly Report of Hearing Impaired Services
6. Monthly Caseload
7. Chaska Hearing Impaired Program Sidelines
8. Interpreter's Report
9. Final Summary of Speech Therapy
10. Parent Conference Report
11. Audiological Evaluation
12. Hearing Referral File Card
13. Parent Notification Letter
14. Questionnaire to Teachers and Advisors
15. Testing Permission Form
16. a. Letter Informing Parents of IEP
    b. Individual Education Plan
17. Handout for Classroom Teachers
18. Mainstreaming-Integration Profile
19. a. Mainstreaming Profile--Hearing Impaired
20. Format for Mainstreaming Hard of Hearing Students
21. Format for the Integration of Profoundly Deaf Students
22. Teacher Comm. Form -- Fluctuating Hearing Loss
23. Dismissal Letter to Parents
24. a. Testing and Consultative Record
    b. Consultative Form
25. a. Home Activity Form for Parents
    b. Home Auditory Discrimination Program
26. Evaluation Scores

I. Program Objectives:

- To provide a summer program of integration for H.I. students with aid of an interpreter.
- To provide individual tutoring for H.I. students in speech and language.
- To provide hearing students with an opportunity to learn sign language and practice with deaf students.

II. Criteria for Admission:

Component A - Profoundly deaf students who can benefit from the integration experience with the aid of an interpreter. (Steve Devoy, Paul Drier, Philip Malmstedt, and Paul Fenske)

Component B - Hearing impaired students needing speech and language tutoring for maintenance of skills. (Chad Werner, Barbie Lyddon, Mark Vestal, Billy Jensen and the 4 above)

III. Model of Service:

Component A - These students will be integrated into one or more of the following classes depending on the total number of students in the class, age, approval of the teacher and content of the class: woodworking, sports, art, science, sign language, etc. Interpreting will be provided when needed. They will also receive speech & language tutoring daily.

Component B - These students will be tutored for speech and language on a regular basis depending on the amount of time needed for maintenance of skills.

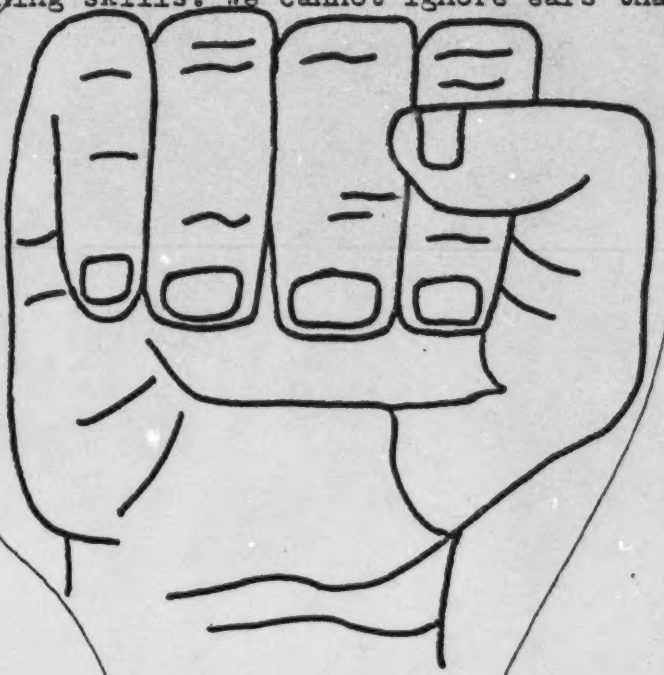
IV. Evaluation Procedures: An evaluation form will be completed at the end of the 6-week program to evaluate the students who were integrated into various classes, and also students who received speech and language improvement.

V. Staff Needs: 1 speech & language clinician or teacher of the H.I.

1 interpreter-aide for the H.I.- (also will teach the sign language course)

Power to the Ear

DEAR PARENT OR GUARDIAN: Did you know that 99% of hearing impaired infants have some degree of usable hearing? If a child's hearing loss is detected early in infancy, the use of residual hearing can be developed through amplification and auditory training. The hearing impaired child who receives early identification & early intervention has the chance to develop language & listening skills. We cannot ignore "ears that do not hear."



The Chaska Hearing Impaired Program and Parent Group is offering an infant hearing screening to the parents of children between the ages of 4 months to 3 years. It will only take five minutes to determine if your child's hearing is normal.

Below is a scheduled time for your child to be tested at the Chaska Middle School, Room 240:

DATE_____

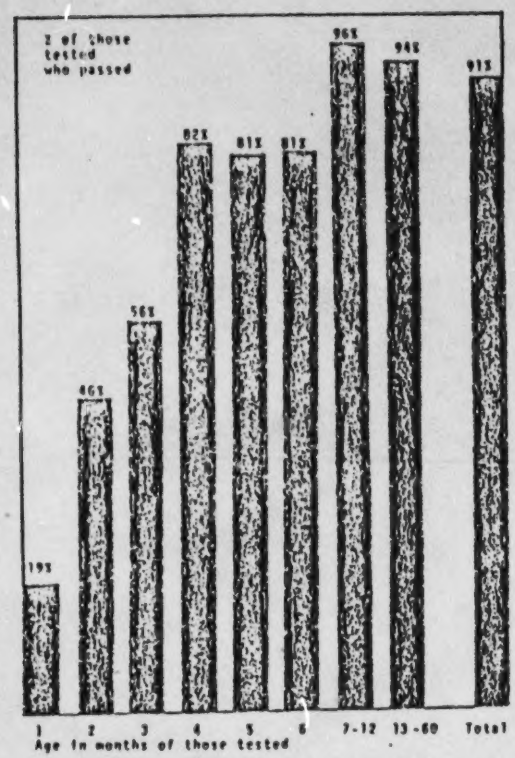
TIME_____

Please contact 448-2854, Ext. 393 to confirm, reschedule or cancel your appointment.

HEARING IMPAIRED PROGRAM
Ind. Sch. Dist. #112
Chaska, Minnesota 55318

ONGOING RESEARCH AND DEVELOPMENT

Age as a Factor in Test Sensitivity



Based on data of Nashville-Davidson County Metropolitan Health Department and Tennessee Department of Education, 1971 to present.

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The infant screening test is currently being used in 38 counties of Tennessee by the Tenn. Dept. of Education and has been used for three years by Nashville-Davidson County Metro Health Dept. Of those children age five ye rs and under who failed the Health ept. screen, 63.8% later had hearing losses confirmed.

WHY IS EARLY DETECTION IMPORTANT ?

It is known that 99 per cent of hearing impaired infants have some degree of usable hearing. If a child's hearing loss is detected in infancy, the use of residual hearing can be developed through amplification and auditory training. The hearing impaired child who receives early identification and early intervention has the chance to develop language and listening skills.

We cannot ignore "ears that do not hear."

For further information, contact:

CHASKA HEARING IMPAIRED PROGRAM
& PARENT GROUP
Chaska School District
1700 Chestnut Street
Chaska, Minnesota 55318

Finding Ears That Do Not Hear

2. b

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an infant-toddler hearing screening system

WHO TAKES THE TEST ?

- Children who are either too young or unable to give voluntary responses.
- Has been used effectively on children as young as four months.

WHO GIVES THE TEST ?

- Professionals or para-professionals after a brief training period.
- Requires only one person to administer the test.

WHAT ARE THE TEST STIMULI ?

- Sixteen sounds, twelve of which are vocally produced, have been selected for their interest value to young children.
- The sounds have been electronically filtered to reduce the range of frequencies presented.
- The sounds are recorded and calibrated on cassettes.

HOW ARE THE STIMULI PRESENTED ?

- A portable cassette tape recorder is suspended from a stand located three feet from the child's ear, at ear level.
- The tester distracts the child, who is sitting on his parent's lap.
- The tester uses a small hand switch to present a set of four sounds to each side of the child's head.

RE			LE		
↑2K	Cat	+	↑1K	Frog	+
↓1K	Tick Tock	+	↓500	Dive	−
↑1K	Bomb	−	↑2K	Sucking	+
↓500	WWV	+	↓1K	Drums	+
SECOND SET					
↓1K	Dog		↓500	Moo	
↑2K	Come Here		↑1K	Rattle	
↓500	Whine		↓1K	Rifle	
↑1K	Cork		↑2K	High Whistle	

WHAT ARE VALID RESPONSES ?

- Acceptable responses include activity change, localization and imitation of the sound.
- If the child exhibits three behavioral responses for a set of four sounds on each side of the head, he passes the test.
- If the child does not respond initially, a second set of sounds is available for certainty.

INFANT SCREENING DATA

LOCATION_____ DATE OF SCREENING_____

Last First Middle

Parent_____ Signature_____

Address_____ Telephone_____

Town_____ State_____ Zip_____

School District_____ Family Doctor / Clinic_____

1. Do you suspect a hearing difficulty in your child? yes___ no___
2. Is hearing reduced during or after head colds? yes___ no___
3. Is there difficulty in understanding your child's speech? yes___ no___
4. Has your child ever received care for a hearing problem? yes___ no___
5. Approx. first and last dates of such care_____TO_____
6. SPECIAL COMMENTS_____

Last First Middle Date of Birth Age Sex

Child's Name:_____ _____ YR.__MO.___ M__F___

Tape (+ = definite response; ± = questionable response; - = no response)

RE			LE		
↑2K	Cat		↑1K	Frog	
↓1K	Tick Tock		↓500	Dive	
↑1K	Bomb		↑2K	Sucking	
↓500	WWV		↓1K	Drums	
SECOND SET					
↓1K	Dog		↓500	Moo	
↑2K	Come Here		↑1K	Rattle	
↓500	Whine		↓1K	Rifle	
↑1K	Cork		↑2K	High Whistle	

AUDIOMETER

HZ	250	500	1000	2000	4000
RE					
LE					

TEST CONDITIONS

State of Child: Crying ☐ Sleepy ☐ Quiet ☐ Active ☐

Pattern of Response: Sucking ☐ Eye Movement ☐ Head Turn ☐ Searching ☐ Cessation of Activity ☐ Cessation of Crying ☐ Change of Facial Expression ☐ Localization ☐ Crying Elicited ☐ Identification of Sound ☐ Imitation of Sound ☐

Environment: Noisy ☐ Fair ☐ Quiet ☐

Test Reliability: Good ☐ Questionable ☐ Poor ☐

RECOMMENDATIONS

1. Passes screen ☐ 2. Fails screen ☐ 3. Re-test ☐

REMARKS 2. c

INDEPENDENT SCHOOL DISTRICT No. 112

1700 Chestnut
CHASKA, MINNESOTA 55318

REPORT OF PERIODIC REVIEW

_____
(Date)

Name of School _____ Telephone No. _____

Name of Student Reviewed _____

Date of Birth _____ Grade _____

Date of last review/placement _____

Name of Persons Participating in Review: Title:

1. What progress has been made toward reaching each present objective as identified in the program plan?

2. The present educational program plan is appropriate to the student's present needs because:

3. What modifications, if any, need to be made in the program plan?

Note to Parent and/or Resident School District: If you wish to schedule a conference to discuss this review report and this student's program plan at this, or any time, please contact

_____
(Name of school employee, title, address and telephone)
to make the necessary arrangements.

_____
(Name of School Employee)

_____
(Signature of School Employee)

_____
(Title of School Employee)

_____
(Address and Telephone Number)

Note: A copy of this report will be included in the student's school records.

HEARING IMPAIRED PROGRAM - STUDENT PROGRESS RECORD STUDENT _____ QTR. _____

ACTIVITY COMPLETED IN ONE OR MORE OF THE FOLLOWING AREAS:

DATE	AUD. TRG.	SPEECH	LANGUAGE	VOCABULARY	READING	WRITING	SPELLING	CURRICULUM	OTHER: (CONFERENCES, TESTING, ETC.)

3.b

CLASSROOM PERFORMANCE REPORT

TEACHER_____ SUBJECT_____

In order to keep an up-to-date account of how this student is doing academically and socially, I would like your comments and observations regarding _____'s performance in your class. This information may be relayed to the parents and students at conference times. Please return this report by _____.

	Excellent	Good	Fair	Inadequate
Attention.....				
Participation.....				
Assignments.....				
Test Scores.....				
General Behavior.....				

Working up to ability: _____yes
_____no

Areas of difficulty (needing improvement)_____

_____

_____

_____

Areas of strength(improvement was made)_____

_____

_____

_____

Additional comments_____

_____

_____

_____

Thank you,

_____
Hearing Impaired Program

CHASKA HEARING IMPAIRED PROGRAM : Year-end Progress Report and Placement Profile

Report prepared by the resource teacher of the hearing impaired (case manager)

_____ Date _____

Student _____ Age _____ Birthdate_____

Primary method of communication: _____ oral/aural

_____ total communication

_____ other

Grade Placement _____ Time in the mainstream_____

Time in the resource room _____

Mainstream subjects _____

Classroom teacher (s) _____

Description of hearing impairment :

Evaluation & Description of tests administered:

I. Acquired Communication Skills:

A. Speech

1. Intelligibility of speech

2. Appropriateness of pitch

3. Naturalness of rhythem and inflection

4. Spontaneity of speech with peers

5. Spontaneity of speech with adults and other staff

B. Auditory Skills:

1. Attention to speaker or environmental source

2. Discrimination skills

3. Ability to grasp general concepts and main ideas through the auditory channel

4. Use of auditory skills outside of a structured situation

5. Benefits derived from use of hearing aid or auditory training equip.

C. Speechreading Skills:

1. Attention to speaker

2. Ability to grasp general concepts or main ideas from speechreading.

3. Ability to speechread in a variety of situations

4. Ability to speechread a variety of speakers

5. Ability to profit from speechreading

D. Total Communication Skills (if applicable)

1. Increase in sign vocabulary

2. Ability to grasp general concepts or main ideas from signs and fingerspelling

3. Ability to sign and fingerspell clearly

4. Use of speech with signs and fingerspelling

5. Other

II. Acquired Language Skills:

A. Oral Expression

1. Use of new language concepts in structured situations

2. Use of new language concepts in spontaneous language

3. Use of appropriate sentence structure

B. Written Expression

1. Use of new language concepts in structured situations

2. Use of new language concepts in spontaneous written language

3. Use of appropriate sentence structure

Comments on Language Objectives worked on this year and student's receptive and expressive abilities:

III. Reading Skills:

Book/Books completed this year: _____

_____

Current Reading Level and Book: _____

A. Vocabulary level:

B. Comprehension

C. General Reading Competence

IV. Spelling:

V. Handwriting:

VI. Math:

A. Numeration

B. Addition

C. Subtraction

D. Multiplication

VII. Mainstream Progress & Evaluation of Mainstream Experience:

VIII. Behavior and Work Habits

IX. General Information :

A. Other learning handicaps

B. Talents, Interests, Strengths

C. Parental Involvement

X. Recommendations and Summary:

Signature of Person Preparing Report

Date

PROGRESS REPORT (1977-1978)
Hearing Impaired Program

Student: _____ Grade ___ Report by: _____

		Low				High
I.	**Acquired Communication Skills:**					
	1. Intelligibility of Speech	1	2	3	4	5
	2. Appropriateness of pitch	1	2	3	4	5
	3. Naturalness of rhythm & inflection	1	2	3	4	5
	4. Spontaneity of speech with peers	1	2	3	4	5
	5. Spontaneity of speech with adults	1	2	3	4	5
II.	**Auditory Skills:**					
	1. Attention to speaker or environmental source	1	2	3	4	5
	2. Discrimination in quiet situations	1	2	3	4	5
	3. Discrimination in noisy situations	1	2	3	4	5
	4. Grasping general concepts and main ideas through the auditory channel	1	2	3	4	5
	5. Use of auditory skills outside of a structured situation	1	2	3	4	5
III.	**Speechreading Skills:**					
	1. Attention to speaker	1	2	3	4	5
	2. Grasping general concepts and main ideas through the auditory channel	1	2	3	4	5
	3. Speechreading in a variety of situations	1	2	3	4	5
	4. Speechreading a variety of speakers	1	2	3	4	5
	5. Ability to profit from speechreading	1	2	3	4	5
IV.	**Oral & Written Language Skills:**					
	1. Use of new language concepts in structured situations	1	2	3	4	5
	2. Carryover of language concepts to spontaneous language	1	2	3	4	5
	3. Use of appropriate sentence structure	1	2	3	4	5
	4. Ability to use proper vocabulary for grade level	1	2	3	4	5
	5. Ability to generalize & make analogies	1	2	3	4	5
V.	**Behavior and Work Habits:**					
	1. Completion of assignments	1	2	3	4	5
	2. Participation in activities	1	2	3	4	5
	3. Following given directions	1	2	3	4	5
	4. Initiative in solving problems	1	2	3	4	5
	5. Attentiveness in discussions	1	2	3	4	5

Additional Comments:

Recommendations & Placement Profile: 1978 - 1979

_____ Level I(observation)

_____ Level II (tracking)

_____ Level III/IV (direct)

A. Time required with auditory resource personnel:

B. Time required with other special service personnel:

C. Other:

4th Qtr. Grade _____ Final Grade: _____

CHASKA PUBLIC SCHOOLS
HEARING IMPAIRED PROGRAM

PROGRESS REPORT

SCHOOL: _____ QUARTER: _____ STUDENT: _____

A. PROGRAM GOALS:

B. PROGRAM ELEMENTS:

C. EVALUATION OF PROGRAM AREAS:

PROGRESS KEY:
1 - Commendable progress for this student
2 - Satisfactory progress for this student
3 - Is improving slowly
4 - Needs to review

AREA	WORK COMPLETED	PROGRESS

D. OVERALL EVALUATION AND RECOMMENDATIONS:

LANGUAGE CLASS EVALUATION

Student_____ Grade_____ Quarter_____

Specific Activities:	Not Worked On	Needs Review	Mastered
Auditory training			
Phonetics-Speech			
Oral Communication			
Language-Idioms			
Reading			
Vocabulary			
Spelling			
Verb Tenses			
Written Language			
Grammmer-Syntax			
Other_____			

B. Performance

	Good				Poor
Quality of work(ability to meet high standards)	1	2	3	4	5
Quantity of work(speed in performance)	1	2	3	4	5
Initiative(ability to work without supervision)	1	2	3	4	5
Adaptability(adjustment to new tasks)	1	2	3	4	5
Organization(keeping materials together)	1	2	3	4	5
Judgment(ability to make decisions)	1	2	3	4	5
Dependability(reliabity, honesty,etc.)	1	2	3	4	5
Cooperation (ability to work with myself & others)	1	2	3	4	5

C. This student has improved most in the area of:

D. This student needs improvement in the area of:

E. Grade received_____ Reason:_____

_____

_____

_____

OBSERVATION OF SOCIAL AND EMOTIONAL BEHAVIOR

STUDENT _____ DATE _____ OBSERVER _____ POSITION _____

Characteristics:	Always	Usually	Sometimes	Never	Improving
Relates well to teachers					
Relates well to other adults					
Shows interest in participating in group activities					
Attempts to communicate with other students					
Is able to make new friends					
Respects the rights of others					
Respects the property of others					
Displays self-control under stressful conditions					
Meets new situations well					
Displays self-confidence					
Is able to make decisions					
Takes correction well					
Asks questions when not understanding					
Can work independently					
Displays initiative in problem solving					
Anxious to do well					
Completes assignments					
Is attentive					
Follows class directions					

4.e

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60

More detailed information about _____ may be found in the hearing-impaired resource room. This information includes:

Year-end Progress Report
Classroom Teacher Information
Social and Emotional Growth Profile
Communication and Language Skills Profile
Audiological Information
Self-Portrait
Program Placement Information
Goals and Objectives
Misc. Information about Previous Education

MONTHLY REPORT OF HEARING IMPAIRED SERVICES

January

Candy Schwartz - Valerie Anderson

Record of Services: (Joint summary of activities by both teachers)

1. Completed second quarter evaluations of those students receiving direct services and sent to parents and teachers.

2. Sent newsletter and form on H.I. special skiing program to parents.

3. Attended monthly speech clinician meeting: Discussion centered on the language curriculum, service plan, and sharing of teacher materials)

4. Sent referral list for those who have not yet attended Camp Courage.

5. Arranged appointment with Master Plan for new ear molds. (M.S.)

6. Met with SLBP teachers and Rick Lubansky to discuss possibility of a self-contained core subject class for next year. (Schwartz)

7. Attended an SLBP teammeeting and reviewed the H.I. caseload. (M.S.)

8. Set up meeting to review alternative reading materials usable for the deaf with Ellie Knight. (Schwartz)

9. Attended the first of 3 workshops on the SIMS writing program. (Schwartz)

10. Student concerns (M.S.): Modified materials for Steve D. in social studies and science; discussed hearing problems and referral of Stephanie Herbst with Rollins and Huff; consulted with parents of students receiving monitored services-Roth, Johnson, & Ind..

11. Student concerns (H.S.): Reviewed Judy Foppler's credit status with Marhoun and Juntanen; consulted with Petty about Kim C. hearing/discrimination loss; and conferred with Doug Bade about Jon N. hearing loss.

12. Student concerns (E.S.): Attended 4 team meetings concerning progress of David Gohdes; discussed Barbie L. reading abilities and possible integration into a reading group with L. Lemke; conferenced with J. Shermock about integration program for Paul D.; provided discrimination materials to K. Wold for D. Weber; conferenced with parents on reading materials (Lyddon, & Werner); conferred with teachers about Ole Rich's fluctuating hearing loss; made arrangements for testing a Guardian Angels student.(Eiden)

13. Provided information to Bob Williams on future sign language classes. Another faculty class began on 2/17. (E.S.)

14. Gave information to Any Hyatt on psychological tests for the deaf and availabili of resources. (Anderson)

15. Team meeting to plan infant screening retesting, and the parent newsletter.

16. Sent questionnaire to Indiana University about the possible production of a total communication film.

17. Developed new form used for questioning teachers about new students being considered for placement in the hearing referral file. (attached)

18. Attended the Project Discovery meeting on Jan. 26. (Anderson)

19. Sent information on H.I. students to Sr. High Staff for third quarter.

20. Nominated Shelley Penn for the Alexander Grahan Bell Scholarship Award.

Future Plans:

-- Visit the St. Paul Ramsey Mental Health unit for the H.I. on Feb. 10th.

-- Continue work on the language curriculum with the Chaska speech clinicians.

-- Complete testing on a referral from Guardian Angels.

-- Evaluate midquarter progress of students in mainstream classes.

-- Complete the faculty sign language class and discuss plans for another class being offered through community schools.

-- Plan for the next parent group meeting at the end of February.

-- Meet with 2nd grade team members to discuss mainstreaming possibilites of next year's H.I. students.

-- Continue to complete revisions of the Service Plan.

Attached: -Parent newsletter
-Questionnaire for teachers
-Parent permission form for testing

"IF YOU ARE INTERESTED", the book, Hazards of Deafness, gives an excellent inside look at the "close encounters of the deaf kind." Let us know if you wish to read it!

MONTHLY CASELOAD

Teacher Name : _____ Month: _____

District/Building: _____ Year: _____

Special Education Certification: _____
(LD,MR,Speech, etc.)

Student's Name		Sex	Birthdate & Grade	Disability Label Of Student	New Student or Phased Out *	Level of Serv-ice	Minutes of Service Per Week	Other Services, (if known)	OFFICE USE ONLY	
Last	First								Major Disability	Total # Min/wee
(example) Jones,	John	M	8/1/72 Kdgn.	SLBP	Phased-out 12/1/76	3	300	Speech Music Ther.		
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										

*See Instructions

CHASKA HEARING IMPAIRED PROGRAM SIDELINE

GENERAL NEWS: After "Signing Santa" came to visit, I was ready for a vacation. The children could not believe that Santa Claus could sign! It was a real treat for me to see their faces. Things have gone smoothly since our break and everyone is settled into a routine. It is hard to believe that we will have another break in 3½ weeks. I have a feeling we will all need it!

NOTES FROM MAX: Here we are already in a new year and starting our third quarter of this school year. The testing part of our program is proceeding a little more smoothly and is becoming more organized as the year progresses. I am becoming quite adept at finding "empty quiet places" to administer audiometric and discrimination test as the students needs indicate. My goal is to be caught up to date!

NOTES FROM KARLA: Things are going much better for me this quarter. Having a break(Christmas vacation) has helped to restore fresher attitudes, and that helps me to see more clearly the growth in each child. It sure is good to see that! They are doing really well!

CONGRATULATIONS TO SUE! Last Thursday, the 12th, John Martin Anderson entered this world weighing 7 pounds 13½ oz. at 9:45. Hope he likes it here!

WELCOME TO MARLYS: She will be starting as our speech clinician (after many delays) on Jan. 19. We are very lucky to have her!

INFANT RESCREENING DATE: Wednesday, January 25
2:00 - 6:00
Middle School, 240

The above date has been set to complete the infant hearing testing for this school year. Some of you will be receiving a call to help with the following:

1. Notifying the newspaper (Herald)
2. Phoning parents to make the appts. (There are 25 in all)
3. Administering the tests on the 25th.

If you would be interested in volunteering your time, please let us know by Monday, Jan. 23rd. Thanks!

WECOME TO DAVID GORDES: David is a transfer student from Wisconsin. Although David is not hearing impaired, he does communicate with sign language and therefore receives services from our program. All the staff at Chaska Elementary really enjoy this active first grader!

SIGN LANGUAGE CLASS: A short 4 week course has been started at Chaska Elementary. We have a beginners and intermediate class. It meets from 3:20 to 3:50 on Tuesday and Thursday. The dates are: Jan. 24, 26, 31, Feb. 2, 7 & 9. Teachers, parents and students are all welcome. (Sessions have already been held for one week, but it is not too late to start!)

DELAY: The trip to St. Paul Ramsey Mental Hlth center has been postponed until February 10.

TOLL-FREE HANDICAPPED HOTLINE: The Minnesota State Council for the handicapped has established a toll-free handicapped hotline for Minnesotans living outside the Mpls.-St. Paul calling area. By calling 1-800-652-9770 these people may obtain information or assistance in finding an agency or individual who can help solve a probelm related to a physical or mental disability. Residents of the metro area can call the state council at 296-6785.

SPECIAL CONCERT FOR EVERYONE: At the St. Paul Civic Center on Friday Jan. 27, at 8 PM there will be an EVI concert. This female vocalist is one of the top Christian singers of today. It will be interpreted. Tickets are $3.50, $4.00, and $.50. For more information call Kris at Bread of Life Church between 9-5 PM. (721-2521)

MENTAL HEALTH SERVICES: The program for Mental Health services for hearing impaired people at Ramsey County Hospital continues to exert an influence nationally, in addition to providing services here in Minnesota. Dr. John Scanlan and Gloria Reisman, formerly an interpreter at MARI meetings, co-authored an article printed in the Journal of the American Medical Association, May 30, 1977 entitled "Medical Interpreting for Hearing Impaired Patients." Dr. Scanlan will be meeting with some students and teachers from our program in February.

CAPTIONED TV DECODER: A TV decoder is being developed by Texa Instruments under a contract with the Public Broadcasting System. It is expected to be produced for sale by early 1979 for $250. The decoder will make captions visible if TV producers insert them into a line of the television screen enabling hearing impaired people to read the captions without distracting hearing viewers. Contact NBC and PBS to give your support of captioned broadcasts for you and your children.

IMPORTANT NEWS IS ON THE BACK!!!

PARENT NETWORK

The decade of the seventies has witnessed significant and appropriate concentration on the needs of handicapped people. Most notable has been the public education and progress in the field of mental retardation, and more recently, the attention given to persons with learning disabilities. Other similar handicaps are now also receiving consideration, and advances have been exceedingly helpful to many forgotten and often neglected citizens. However, this did not just happen. It was the result of well-organized and coordinated efforts on the part of many people who would not be content with things as they were.

The beginnings of "special interest groups" were more the result of desperation than the pursuit of academic interest on the part of the parents. Parents came together in open and direct hostility directed towards the many people in the community who should have helped, but didn't. This was not necessarily the best way to help their children, but the only way left open to them, and certainly the natural one to follow.

Across the State of Minnesota there are many hearing impaired children and youth who are or should be receiving services. Key to the ultimate effectiveness of these services is the direct involvement of parents.

On Saturday, January 21, 1978 a meeting will be held at the Holiday Inn, W. Division Street at 37 Avenue in St. Cloud for the purpose of organizing a PARENT NETWORK for the hearing impaired. Sessions will be held on the following topics:

THE FUTURE OF THE MINNESOTA SCHOOL FOR THE DEAF

PARENT ADVOCACY COALITION FOR EDUCATIONAL RIGHTS (PACER)

WHY A LOCAL PARENT ORGANIZATION

INDIVIDUAL EDUCATIONAL PLAN

PARENT INVOLVEMENT PROGRAM

THE MINNESOTA THEATRE INSTITUTE OF THE DEAF

Registration begins at 8:30 a.m. and the program at 9:30 a.m. The meeting will end at 4:00 p.m. Cost of the meeting is $5.00 per person (includes coffee breaks, lunch, gratuity, and tax).

Let us know if you would like to attend so we can carpool together.

Val & Candy

INTERPRETER'S REPORT DATE_____ INTERPRETER_____ STUDENT_____

EVALUATION AREAS	READING	MATH	LANGUAGE	SCIENCE	SOC.STU.	HEALTH	SPELLING	WRITING	ART	MUSIC	ELECTI
A. Integration into areas: --never											
-occasionally											
-once a week											
-twice a week											
-everyday											
B. Interpretation is needed: -never											
-rarely											
-sometimes											
-usually											
-always											
C. How student functions:	1 - never 2 - rarely 3 - sometimes 4 - usually 5 - always										
-Attending to interpreter											
-Understands interpreter's signs											
-Understands some fingerspelling											
-Participates in discussions											
-Wants to know what others say											
-Benefits from integration											

D. Other areas:

-Attention during school programs:_____

-Relationship between interpreter & student:_____

-Relationship between teacher & student:_____

-Relationship between classmates & student:_____

E. Additional comments:

CHASKA PUBLIC SCHOOLS
HEARING IMPAIRED PROGRAM
CLINICAL SPEECH SERVICES

Final Summary of Therapy

NAME:_____

ADDRESS:_____

TELEPHONE:_____ BIRTHDATE:_____

AGE:_____ SCHOOL:_____

CLASSIFICATION:_____

Description of the Problem and Number of Sessions

Evaluations

Training Objectives and Procedures

Final Summary of Therapy (con't)

Summary and Recommendations

Mrs. Sue Anderson,
Speech Clinician

PARENT CONFERENCE REPORT

NAME:_____ BIRTHDATE:_____

DATE:_____ GRADE:_____

PARENTS:_____

TYPE OF CONFERENCE:_____ HOME:_____ SCHOOL:_____ TELEPHONE:_____

PERSONS ATTENDING:_____ PARENTS:_____ CLASSROOMTEACHER:_____

OTHER:_____

OBJECTIVES OF CONFERENCE:

CONCLUSIONS:

_____

SPEECH CLINICIAN

LEVELS OF SERVICE

These are possible alternatives for students receiving Special Services from the Chaska Hearing Impaired Program:

Level I Monitor
- gives warning
- consults with teachers/advisors of possible problem (academic performance or behavior)
- bi-annual hearing tests; discrimination tests (if needed)
- notify parents/nurse of test results
- suggest parent seek medical evaluation
- no IEP is needed

Level II Tracking
- proceeds in a course of action; keep within sight, knowledge, attention
- observation of student performance
- consults with teachers; supportive services to classroom teachers, curriculum modification
- IEP is written
- staffing is arranged
- inservice demonstration to classroom involved

Level III Tutor
- primary placement is in regular classroom
- needs direct service assistance from Hearing Impaired Special Services
- IEP is written

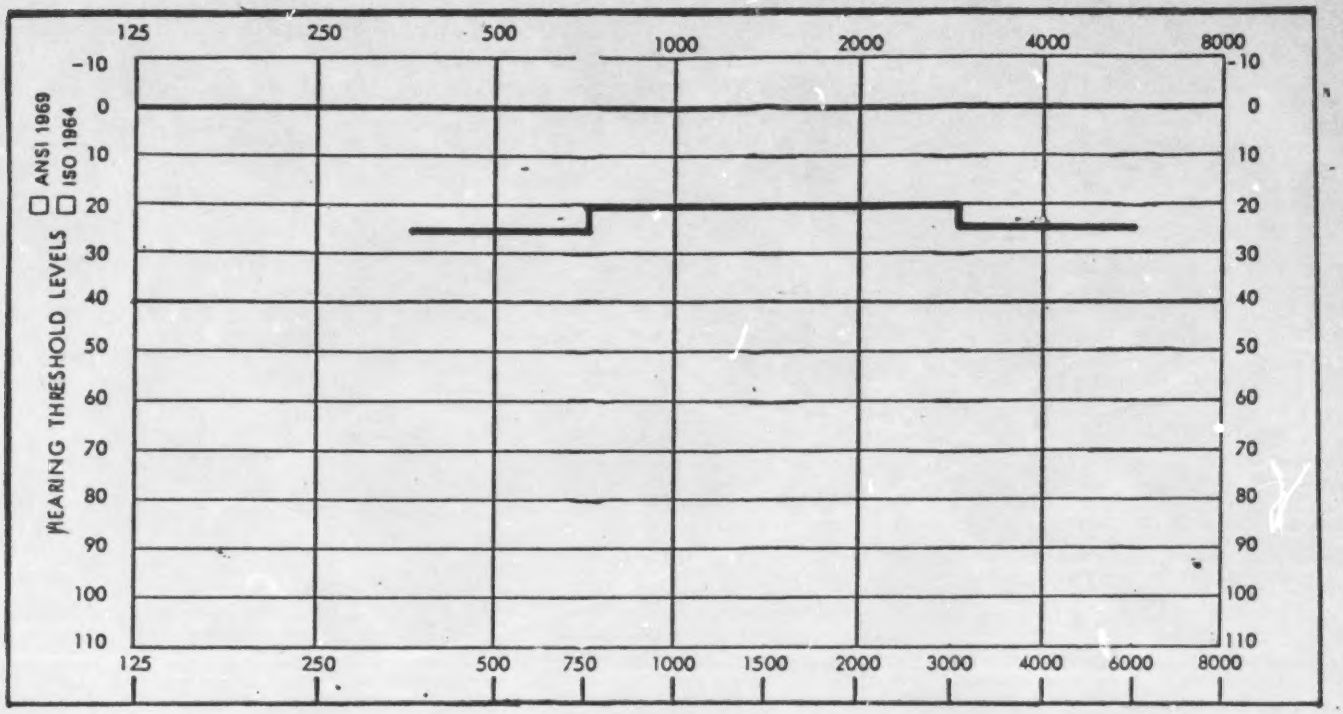
Level IV Direct Services
- primary placement is in special services for the Hearing Impaired
- needs direct assistance from Hearing Impaired Special Services

CHASKA HEARING IMPAIRED PROGRAM AUDIOLOGICAL EVALUATION

Name _____ Date _____

Address _____ Grade _____

Phone # _____ Birthday _____ Referred/Teacher _____



RIGHT - Red O LEFT - Blue X

Comments ; _____

_____

_____ No problem indicated _____
Date

_____ Problem Procedure:

Level I Monitor

1) Enter/make file card
2) Notify parent _____ (letter date)
3) Questionaire to teachers/advisors (as needed)
4) Send test results to nurse (copy)
5) Analyze further needs _____
Annual/Bi-ann Test; Discrim.Test
6) Record for future testing _____
Test Date

Level II Tracking

7) Initiate tracking process _____
IEP Date
8) Schedule Staffing: NO YES _____
Date

Level III

9) Direct Service : _____
IEP Date

_____
Tester/Casemanager

HEARING REFERRAL FILE CARD

STUDENT _____ BD _____ DATE PLACED IN FILE _____

PARENT _____ ADDRESS _____ PHONE _____

REASON FOR REFERRAL _____

SERVICE PLAN:

____Level I - Monitoring

____Level II - Tracking

____Level III & IV - Direct Service

PHYSICIAN INFORMATION:

_____

_____

_____

OTHER INFORMATION: _____

_____

_____

AUDIOGRAM								Results	By	Comments:
DATE	EAR	250	500	1000	2000	4000	8000			
	R									
	L									
	R									
	L									
	R									
	L									

Dear _____,

Below is a copy of _____ latest audiometric (hearing) test that was recently given in school. To help you read and understand it, there is an explanation of the graph below it.

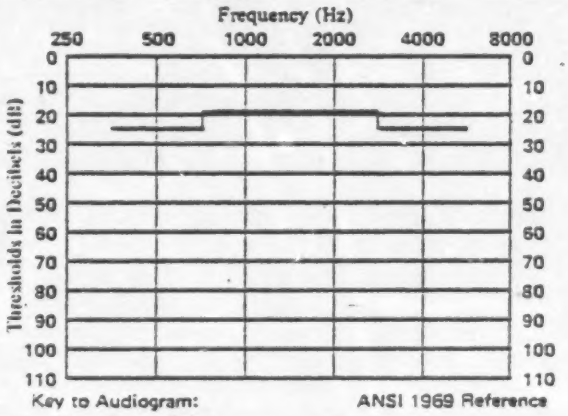
If you have no objections, your child will continue to receive hearing tests routinely, as a service of the Hearing Impaired Program of the Chaska School District. You will be informed in this manner when a test is given and personally contacted if your child should need further supportive services.

I will be happy to answer any questions you may have. Please feel free to contact me with your concerns.

Sincerely,

Telephone: 448-2854, Ext. 393
(Leave a message and I will return your call)

Valerie K. Anderson
Hearing Impaired Resource



Key to Audiogram:

	Air	Bone	Color
Right	O—O	›··›	Red
Left	X—X	‹··‹	Blue

ANSI 1969 Reference
Pure Tone Average
Right _____
Left _____

Failure: ANY HEARING LEVEL BELOW THE BOLD LINE

Referral: Medical, Audiological and/or Educational evaluation is urged for persons with:
(1) Any one failure in 500-4000 Hz range
or
(2) When history indicates.

Date _____

Tested by _____

The results indicate that this student:

____ passed the test

____ failed the test

Comments: _____

_____

_____

_____

FREQUENCY (Hz) is shown on the top part of this graph. The lowest sounds start at 250 and are comparable to the lowest tones on the piano, fog horns, etc. The highest tones are between 4000 and 8000 and are comparable to fire sirens, whistles and screeches. The human voice is most easily heard between 500 & 2000.

DECIBELS (dB) or the loudness of sound is shown vertically on this graph. The softest tones start at .0 dB which is similar to a whisper, the loudest tone goes up to 110 dB which can be painful to the ear. Persons with normal hearing can hear easily between 10 dB and 30 dB at both high and low frequencies.

DATE_____

TO: _____

FROM: HEARING IMPAIRED PROGRAM - ANDERSON/MAX

RE: _____

This student has recently been tested and found to have some hearing loss or discrimination difficulties. Would you briefly report any behavior which could indicate this loss is affecting the student's performance?

☐ NO PROBLEM INDICATED.

IF PROBLEM INDICATED, CHECK BELOW:

_____ Asks to have information repeated

_____ Inattentive in class discussion

_____ Unusual mistakes in taking dictation

_____ Frequent mistakes in following directions

_____ Tends to isolate himself/herself

_____ Is tense

_____ Is bothered by noise

_____ Is not working up to apparent capacity

_____ Has a speech problem

_____ Other _____

- -

_____ Please contact me for further information about this student.

Date_____

Dear_____,

The Chaska Hearing Impaired Program is please to offer many kinds of services for their district.

At this time, we are asking you to give us permission to test your son/daughter_____ on _____ at _____.

If it meets with your approval, please sign the form on the line indicated near the bottom and return to:

_____

_____

_____

Of course, we would welcome your call to talk over any questions or comments you may have.

Sincerely,

_____

Phone _____

- -

Parent/Guardian Signature _____

Date _____

Date_____

Dear_____,

The Chaska Schools are pleased to offer many kinds of services for their students.

At this time, we are asking you to review the individual educational plan for your son/daughter_____which is outlined on the enclosed form.

If it meets with your approval, please sign the form on the line indicated near the bottom and return it to us. Of course, we would welcome your call to talk over any questions or comments you may have.

Sincerely,

_____

Phone _____

HEARING IMPAIRED PROGRAM
Ind. Sch. Dist. #112
Chaska, Minnesota 55318
INDIVIDUAL EDUCATIONAL PLAN

Student Name _____ Age _____ Date _____

Parents _____
Street _____ City _____ Phone _____

Persons involved in planning _____ (Case Manager)

Goals _____

Specific Objectives _____

Service/Program	Starting Date	Teacher	School	Phone	Amount of time

Comments _____

Report prepared by _____

Parent Signature _____ Date _____

Anticipated Review Date _____

1 copy to Cum Folder, 1 copy to SLBP Lead, 1 copy to Case manager

HANDOUT FOR CLASSROOM TEACHERS

To the Classroom Teacher,

The purpose of this handout is to acquaint you with some of the educational implications of teaching a child with a hearing impairment in the regular classroom. It is not a comprehensive guide but includes suggestions relating to the needs of the hearing impaired child and some of the predictable problems he/she will face in the classroom.

A word about language-

Clearly, language is the hearing impaired child's major handicap. Without a basic language competency, reading, writing, and other related skills are difficult for the child. The hearing impaired child has difficulty understanding and using language because of the complex language patterns and the idiomatic language of English. For the most part, normally hearing children learn idiomatic language unconsciously through audition. It is important to realize that idiomatic words and phrases must often be specifically taught to hearing impaired children.
For example, only two of the following uses of the word "up" has any literal meaning. The others are idiomatic and must be taught.

Up in the air. (A kite) Literal
Up in the air. (A decision or an outcome) Idiomatic
Go up the stairs. Literal
It's up to you. Idiomatic
Up for adoption. Idiomatic

Subtle, idiomatic language presents itself on almost every page of a child's reading book!

Points to remember:

1. Try to address the class with light on your face. Your face is in shadow if you stand by the window with your back to it.
2. Try to speak in a natural manner at a moderate speed. Exaggerated mouth movements are difficult to speechread.
3. All hearing impaired children do not hear in the same way.
4. A hearing aid does not correct hearing. It is not like a pair of prescription eyeglasses.
5. Rephrasing material if a child does not appear to understand it is better than repeating it.
6. The hearing impaired child cannot write and watch you at the same time.
7. Writing words or phrases on the board as a lesson progresses helps the hearing impaired child follow the lesson.
8. It will be helpful for the hearing impaired child to have a "buddy" who is able to signal the beginning and ending of lessons, share class notes, and offer explanations as needed.
9. Encourage the hearing impaired child to let you know when he/she does not understand. They are practiced "smilers" and "head-nodders".
10. Preferential seating is recommended.
11. Illness due to ear infections are a constant deterant to the learning process! Please provide extra help if possible during these periods.
12. A severely or profoundly deaf child (one who hears little or no speech with or without a hearing aid) is very different than a hard of hearing child (one who has some hearing, hears some speech, and probably has good lipreading skills). A deaf child's needs and problems are different than a hard of hearing child's.

Please feel free to ask me any questions that interest or concern you !!!!!!

CHASKA HEARING IMPAIRED PROGRAM: Mainstreaming-Integration Profile

Pupil's Name : _____ Academic Class: _____

Integration Teacher: _____ H.I. Teacher: _____

Observation Date: ___/___/___ Teacher Conf. Date: ___/___/___

****

Educational Aspects	Responses H.I. Teacher	Integ. Teacher
Written Language Skills		
Vocabulary Skills		
Speech Ability		
Attention in quiet situation		
Attitude		
Effort		
Effective use of class time		
Class participation		
Asks for clarification or help		
Adaptability (Adjusts to task)		
Follows directions		
Completion of in-class tasks		
Attention span		
Dependability		
Organization		
Quailty of work		
Responsibility for make-up work		
Assignments turned in		
Imagination & Creativity		
Positive social interaction		
Negative social interaction		
Appropri. of behavirual respon.		
Disruptive behavior		
Cooperation w/others		
Participation in groups		
Initiative (Problem solving)		
Devel. relationships w/peers		
Judgement (Decision making)		
Respect for Property		

*** Estimated grade at this time: _____

Attack Areas:

Hearing Impaired Teacher

STUDENT PROFILE

Student _____ Grade ____ Age ____ School Year _____

Staff involved: _____

1. Characteristics of the hearing impairment: _____ left ear _____ right ear
   Type of loss: ____ nerve damage ____ bone structure ____ ear infections ____ other _____
   Degree of loss: ____ mild ____ moderate ____ severe ____ profound
   Use of hearing aid: ____ none ____ left ear ____ right ear Type of aid: _____
   Etiology: _____ Onset: _____
   Date of last audiological examination: _____ Clinic: _____
   Use of residual hearing: _____

2. Communication skills:
   Description of speech:
   ____ Intelligible
   ____ Not intelligible
   ____ Other _____
   _____
   This student comprehends:
   ____ mostly through listening
   ____ mostly through lipreading
   ____ through lipreading & listening combined
   ____ through sign language & fingerspelling
   Speechreading/lipreading skills:
   ____ Excellent
   ____ Average (needs repetition)
   ____ Poor (may rely on writing)

3. Language development:
   Oral / Written
   ____ Above grade level _____
   ____ At grade level _____
   ____ Below grade level _____
   Vocabulary usage:
   ____ Not limited
   ____ Moderately limited in new subject area:
   ____ Severely limited in everyday conversation
   Specific comments relating to concept understanding, etc.:

4. Previous school experiences:
   Types of programs/schools:

   Time spent with hearing impaired specialists or other specialists:

   Academic capabilities in subject areas:

   Success in mainstream environment:

   Other learning handicaps:

5. Behavior and maturity level:

6. Other talents, interests, or strengths:

7. Parental involvement:

8. Evaluation & testing results:

PLACEMENT PROFILE

Grade Level _____ Case Manager _____

1. Time required with special service personnel:

2. Time required with hearing impaired personnel:

3. Subject areas for mainstreaming:

4. Subject areas requiring supplementary tutoring:

5. Subject areas requiring self-contained classes:

6. Other special recommendations:

GENERAL CASE HISTORY - HEARING IMPAIRED PROGRAM

STUDENT'S NAME _____ DATE _____

NAME OF SCHOOL _____ CURRENT GRADE _____

BIRTHDATE _____ AGE _____ ADDRESS _____

A. Family History:

1. Father's name _____ Occupation _____

2. Mother's name _____ Occupation _____

3. Name and ages of brother's and sister's _____

_____

4. Name any family members or relatives who also have a hearing impairment: _____

_____

B. Etiology:

1. At what age did you first suspect your child had an impairment? _____

2. Is there any known cause for your child's loss? _____

3. What type of hearing loss is it? _____

C. Hearing Aids and Audiograms:

1. Does your child have a hearing aid? _____ If yes, what is the type of aid and manufacturer's name? _____

How many? _____ How long has it been used? _____ When was the last time ear molds were made? _____ How long do the batteries usually last? _____

2. What is the date of the last audiogram? _____ By whom or where was it done? _____

3. Have you been satisfied with your child's hearing aid? _____

D. School background:

1. What other schools has your child attended? _____

_____

2. Has your child ever repeated a grade? (which one) _____

3. How does your child feel about school? _____

4. How do <u>you</u> feel about your child's progress in school? _____

_____

THANK YOU

19. b

FORMAT FOR MAINSTREAMING
HARD OF HEARING STUDENTS INTO THE REGULAR CLASSROOM

_____ is hard of hearing, which for him/her means he/she has sufficient residual hearing to process most linguistic information through the auditory channel with or without the use of hearing aids. This student uses residual hearing, however speech may sound garbled and disconnected to the student. He/she will rely on speech reading skills, but remember that only about one-third of all English sounds are visible on the lips. He/she does not rely on signlanguage for communication or need an interpreter. The student may miss as much as fifty-percent of classroom discussions if voices are faint or not in line of vision. (You may want to repeat what other students say during discussions.) Preferential seating may be needed and is stated at the end of this form.

The student has intelligible speech. Please encourage correct pronunciation and reinforce any communication as the student may tend to be shy in expressing his/her needs orally.

Auditory discrimination in a regular classroom situation is hindered because of the normal noise levels present. Because of this hearing loss, other academic areas may be affected; such as spelling, reading, math concepts, written language etc.

If you notice specific problems or tutorial needs please notify me.

_____
Teacher of the Hearing Impaired

Specific information regarding the hearing impaired child in your classroom follows:

Student's Name _____

Address _____

Telephone # _____

Parent's Name _____

Student's Birthdate _____ Age _____

Advisor _____

Family _____

Additional Comments:

FORMAT FOR THE INTEGRATION OF
PROFOUNDLY DEAF STUDENTS INTO THE REGULAR CLASSROOM

_____ has a profound hearing loss, which for him/her means he/she probably does not understand speech even with hearing aids. Also, inasmuch as speechreading (lipreading) is primarily an innate skill and only about a third of all English sounds are visible on the lips, speechreading is very difficult for him/her. The student will rely primarily on signlanguage for communication, utilizing speechreading only in a limited way.

Although his/her speech is unintelligible for the most part, please encourage its use. Use of the voice will result in the development of better inflectional patterns which will contribute to the intelligibility of his/her speech.

When the student is in your class an interpreter of signlanguage will usually be with him/her. However, it is important that he/she relate to and be responsible to you as his/her teacher and not develop an over-reliance on the interpreter. The interpreter will be signing what you are saying or a related idea at the student's language level. This student will be part of your class first thing in the morning for homeroom activities such as attendance, etc. He/she will also be scheduled to attend music, physical education, and art with your class. The interpreter may or may not be with him/her during these activities.

For the first part of the year I will be responsible for his/her reading, formal language, and special need areas. The student can attend science, social studies, language arts lessons, and perhaps math as we feel he/she can participate and benefit. With your guidance, I will be modifying curriculum in problem academic areas for the student. I will then b responsible for reinforcement of the vocabulary and concepts of your lessons in addition to his/her general program management.

_____
Teacher of the Hearing Impaired

Specific information regarding the hearing impaired child in your classroom follows:

Student's Name _____

Address _____

Telephone # _____

Parent's Name _____

Student's Birthdate _____ Age _____

Advisor _____

Family _____

Additional Comments:

TEACHER_____ QUARTER_____

The following student, _____,
has been identified as having some hearing loss or discrimination difficulties. At this time, this loss does not appear to be serious enough to affect the student's academic progress. Please contact us if you feel you have questions or need further help.

Classroom Suggestions:

_____ Have student seated on _____ side of room as you are facing the class.

_____ Seat student in the middle or near the front of the class.

_____ Other _____

_____

CONTACT PERSONS: Candy L. Schwartz
Joyce Max

Dear _____,

Below is a copy of _____ latest audiometric (hearing) test that was recently given in school. To help you read and understand it, there is an explanation of the graph below it.

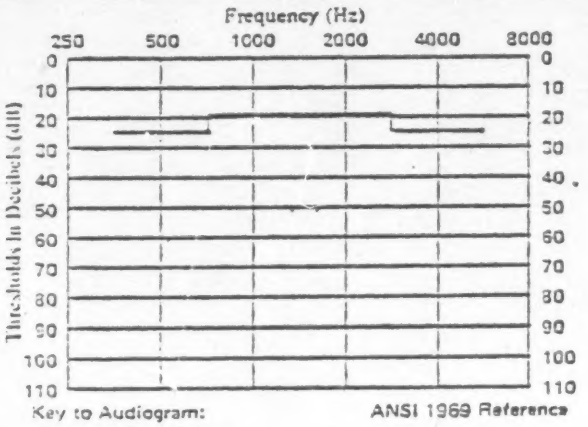
This latest test indicates your child's hearing falls within the normal ranges. If you have no objections, your child will be dismissed from the Hearing-Impaired Program. However, periodic screenings will still be given and if results indicate any problem, we will resume regular testing.

I will be happy to answer any questions you may have. Please feel free to contact me with your concerns.

Sincerely,

Telephone: 448-2854, ext.393
(Leave a message and I will return your call.)

Valerie K. Anderson
Hearing-Impaired Resource



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TESTING & CONSULTATIVE RECORD - HEARING IMPAIRED PROGRAM

MONTH _____

DATE	STUDENT/PERSON	RECORD OF SERVICE (TESTING, CONFERENCES, ETC.)

24. a

HEARING IMPAIRED PROGRAM
CHASKA SCHOOL DISTRICT

DATE:_____TIME:_____to_____TOTAL TIME:_____

LOCATION:

ACTIVITY:

IMPRESSIONS:

RECOMMENDATIONS:

Home Activity Sheet for Readiness Level Hearing Impaired

Child's Name_____ Date_____

Activities:	Idiomatic words or phrases:
Specific Vocabulary:	Incidental Vocabulary: (from discussion, games, etc.)
Songs and rhymes:	Other:

HEARING IMPAIRED PROGRAM
CHASKA SCHOOL DISTRICT

PARENT _____ DATE _____

OBJECTIVES OF HOME AUDITORY DISCRIMINATION PROGRAM:

1. To increase dependency on listening, as lipreading decreases to a point where it will be used only in difficult listening situations.
2. Be more willing to converse with others and become confident in communicating.
3. Ca n repeat even unfamiliar words with good approximations.
4. Should be able to hear difference in environmental sounds for safety protection.
5. Becomes entirely intelligible to family and mostly intelligible to others.

STEP I: -An observation list will be completed by the parent(s) in the home during a week's time. It is the purpose of this list to discover what things your child has mastered and on what level he is operating at in auditory discrimination skills.
-When observing your child, concentrate on one area at one time to better evaluate his performance. Be critical in your observations, as this is a very important step in assessing your child's needs. Be sure to add comments when needed.

STEP II: -Identification of problem areas.

STEP III: -Development of ideas for attacking problem areas.(brainstorming)

STEP IV: -Grouping and establishing priorities on problem areas.

STEP V: -Implementing program for specific areas chosen.

STEP VI: -Evaluating child's progress.

STEP VII: -Regrouping and implementing program for another problem area.

HOME OBSERVATION LIST - AUDITORY DISCRIMINATION

1. Adequate hearing aid usage. Total____

   a. # of positive responsos _____

   B. # of negative responses _____

   c. comments:

2. Simple appreciation of amplified sound. Total____

   a. # of positive responses_____

   b. # of negative responses _____

   c. comments:

3. Discriminates difference between speech stimulus and ongoing environmental "noise" by searching for human source. Total____

   a . # of positive responses_____

   b. # of negative responses _____

   c. comments:

4. Discriminates difference between cheerful and angry voice. Total____

   a. # of positive responses_____

   b. #of negative responses _____

   c. comments:

5. Responds to voice from another room. Total____

   a. #of positive responses _____

   b. # of negative responses _____

   c. comments:

6. Has learned to use intonation and inflection in his voice. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

7. Discriminates between 1 and 2 syllable words without lipreading. Ex: ball - baby, and can identify by pointing to or picking out an object, or by repeating. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

8. Discriminates familiar instructions without lipreading. Can consistently perform the requested activity. Total_____

a. # of positive reponses _____

b. # of negative responses _____

c. Comments:

9. Discriminates new instructions without lipreading. Total_____

a . # of positive responses _____

b. # of negative reponses _____

c. Comments:

10. Can localize a sound source. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

11. Awareness of environmental sounds including: train, motor noises, T.V., radio, animal noises, car horn, phone ring; which causes the child to stop his activity, search for the source, be startled or induce laughter. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

12. Recognizes sounds by associating sound with the source by pointing, reaching for the object, or producing the sound. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

13. Enjoys music by marking time, marching, dancing, or singing. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

14. Can distinguish voices of family members. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

15. Requests repetition when failing to understand. Total_____

a. # of positive responses _____

b. # of negative responses _____

c. Comments:

HEARING IMPAIRED PROGRAM
EVALUATION SCORES

Student_____ Grade____ Evaluator_____

I. Goldman-Fristoe Woodcock Test of Auditory Discrimination

Date:_____

A. QUIET Subtest: Total Errors: _____

Percentile Rank: _____

B. NOISE Subtest: Total Errors: _____

Percentile Rank: _____

II. Peabody Individual Achievement Test Date:_____	Raw Score	Gr. Equiv.
A. Mathematics		
B. Reading Recognition		
C. Reading Comprehension		
D. Spelling		
E. General Information		
F. Total Test Score		

III. Wide Range Achievement Test Date:_____	Raw Score	Gr. Equiv.
A. Reading Recognition		
B. Spelling		
C. Mathematics		

IV. Picture Story Language Test Date:_____	Raw Score	Age Equiv.
A. Total Words		
B. Total Sentences		
C. Words per Sentence		
D. Syntax Quotient		

V. Auditory Conceptualization Test Date:_____ /100

VI. Test for Auditory Comprehension of Language

Date: _____	Raw Score	Age Equiv.

VII. Carrow Elicited Language Inventory Date: _____	Raw Score	% of Raw